DOCUMENT RESUME

ED 214 697 RC 013 230

TITLE Towards the Third Cycle of APEID. Final Report. Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (7th, Bangkok, Thailand, June 1-10, 1981).

INSTITUTION United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE 81

NOTE 118p.; For related documents, see ED 182 198 and RC 013 231. Paper copy not available due to publisher's preference.

AVAILABLE FROM UNIPUB, Box 433, Murray Hill Station, New York, NY 10016.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Developing Nations; *Educational Development; Educational Innovation; *Equal Education; Foreign Countries; Health; International Programs; *Job Skills; *Nonformal Education; Nutrition; Program Development; *Program Effectiveness; Program Evaluation; *Rural Development; Rural Education

IDENTIFIERS *Asian Programme of Educ Innovation for Development; United Nations Development Program

ABSTRACT

The Seventh Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (APEID) was devoted to a tripartite review of the United Nations Development Programme (UNDP) component of APEID. APEID had undertaken four development themes in its second cycle: universalization of education at early school levels and functional education for out-of-school youth and adults; integrated rural development; productive skills; and health and nutrition. The four themes were found to have continuing relevance to the concerns of the countries. The gains from APEID were regarded as high although their spread among the countries and the Associated Centres was, not surprisingly, uneven. The Meeting recommended eight programme areas for APEID's third cycle (1982-1986) which fell into two clusters: first were programme areas in which education was linked to a development goal, including education itself as a development goal. The second cluster comprised programme areas which were in the nature of infrastructure development and contribute as such to a whole range of development goals. The document includes group discussions and reports on programme areas, agenda items, and an appendix listing innovative projects of some of the Associated Centres for 1982-1986. (BRR)

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Seventh Regional Consultation Meeting on
the Asian Programme of
Educational Innovation for Development

UNESCO Bangkok, 1-10 June 1981

ED214697

Towards the Third Cycle of APEID

Final
Report

Unesco Regional Office for Education in Asia and the Pacific
Bangkok, 1981

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APEID Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development, 7th, Bangkok, 1-10 June 1981.

Towards the third cycle of APEID; final report. Bangkok, Unesco, 1981.

107 p. (Asian Programme of Educational Innovation for Development)

1. EDUCATIONAL INNOVATIONS - ASIA. 2. EDUCATIONAL INNOVATIONS - PROGRAMME EVALUATION. I. Unesco. Regional Office for Education in Asia and the Pacific, Bangkok. II. Title. III. Series.

371.39

A P E I D

ASIAN PROGRAMME OF EDUCATIONAL INNOVATION FOR DEVELOPMENT

Seventh Regional Consultation Meeting

on

the Asian Programme of Educational Innovation for Development

Bangkok, Thailand, 1-10 June 1981

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Towards the third cycle of APEID

FINAL REPORT

UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND THE PACIFIC

BANGKOK, 1981

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Published by
the Unesco Regional Office for Education in Asia and the Pacific
920 Sukhumvit Road
G. P. O. Box 1425
Bangkok, Thailand

Printed in Thailand

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BKA/81/RHM/661-1500

The Asian Programme of Educational Innovation for Development (APEID), a co-operative programme of the Member States in the Asia and Pacific region which is supported by Unesco, UNDP and the Member States, is reviewed periodically by the participating members meeting at the invitation of Unesco.

The Seventh Regional Consultation Meeting, held at Bangkok on 1 - 10 June 1981, addressed itself to (i) an overall evaluation of APEID during the second cycle of its operation (1978-1981), and (ii) developing the project and the Work Plan for the third programming cycle (1982-1986). The evaluation of APEID was carried out as a Tripartite Review of the Programme.

The Report of the Meeting has been published in two volumes. The present volume contains the conclusions of the Meeting on the evaluative review and reconsiderations on the scope and design of the project in the third cycle. The second volume contains the detailed Work Plan of APEID proposed by the Meeting for the project in the third cycle.

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INTRODUCTION

Background

1. The Asian Programme of Educational Innovation for Development (APEID), a co-operative programme in which 21 member countries in Asia and the Pacific are participating, provides for regular consultations with senior officials and heads of selected Associated Centres from the participating countries. The present Regional Consultation Meeting is seventh in the series.

2. The Meeting was held at the Unesco Regional Office for Education in Asia and the Pacific, Bangkok, from 1 to 10 June 1981. Convened in the final year of APEID's second cycle (1978-1981), the Meeting was assigned the special tasks of reviewing and evaluating the activities undertaken during the second cycle, as well as preparing a Work Plan for APEID's third cycle (1982-1986). (The agenda at Annex I).

3. In consultation with the United Nations Development Programme (UNDP), it was agreed that the Meeting would also be a Tripartite Review of the UNDP-assisted component of the Programme.

4. The Meeting was attended by participants from 17 countries and observers from international and inter-governmental organizations. Representatives of regional networks of educational innovation for development from some of the regions of the world also attended the Meeting. (The list of participants at Annex III).

5. Prior to the Meeting, extensive preparatory work based on consultations with the Member Governments and their institutions on the future programmes of APEID was undertaken. The Sixth Regional Consultation Meeting on APEID (Bangalore, India, April 1979) started off the preparatory work and, following its recommendation, a Planning and Programming Study Group was convened at Bangkok in April 1980 which made a series of recommendations on different aspects of APEID and its future programming. These recommendations were considered and endorsed by the Advisory Committee on Regional Co-operation in Education in Asia and Oceania at its first session held at Bangkok in April 1980. Between then and the present Meeting, there were extensive consultations with member countries and their Associated Centres on the evaluation of the second cycle and programming for the third cycle. Evaluation reports and suggestions for the third cycle were received from 18 member countries and 52 Associated Centres. These responses provided the basic materials from which the evaluative review of the second cycle and programming of the third cycle were drawn.

6. Immediately preceding the Consultation Meeting, a Task Force of six persons was convened from 26 to 30 May 1981, to prepare proposals for the consideration of the Consultation Meeting on the scope, design and programming

of APEID's third cycle, including the proposal on the main elements of the Inter-country Project Document to be submitted to UNDP. The report of the Task Force served as the basis for the deliberations of the Consultation Meeting as reported in Part II of this Report, as well as for the Work Plan of APEID's third cycle which is a companion volume to this report. (The list of the Task Force members at Annex IV).

Inauguration

7. After the address of welcome by Mr. Raja Roy Singh, Assistant Director-General, Unesco Regional Office for Education in Asia and the Pacific, the Meeting was inaugurated by H.E. Dr. Sippanondha Ketudat, Minister of Education, Government of Thailand. He observed that APEID is one of the most important regional programmes, and has distinguished itself as a fine model for technical co-operation among developing countries of the region. He stressed the importance of an evaluative and systematic review of the Programme, the result of which should be utilized to ensure continuity. He suggested that APEID's future programmes should be flexible to enable the member countries to make adjustments or revisions according to their national needs. The basic principle of APEID, which is to stimulate and encourage educational innovations linked to the problems of national development, should be upheld.

8. Speaking on behalf of UNDP and the UNDP Regional Representative, Dr. Roy D. Morey, UNDP Deputy Regional Representative, stated that UNDP continued to view APEID as a concrete example of technical co-operation among developing countries (TCDC) in action, and its catalytic role is certainly in consonance with U.N. development efforts globally. The increasing number of participating countries is an indication that APEID is well on course. UNDP will continue to assist APEID's activities into the third cycle. He stressed the importance of an objective review of the project's performance, and of ensuring that the impact of APEID's activities would be felt at the middle and grassroots levels. (Addresses at Annex II).

Officers of the Meeting

9. The Meeting unanimously elected Mr. Eric de Silva (Sri Lanka) as Chairman; Mr. S.H. Kazmi (Pakistan), Professor Shigeo Tajima (Japan), Datuk Abdul Aziz bin Ismail (Malaysia), Mr. John E. Smith (New Zealand) and Mr. Mohamed Waheed Hassan (Maldives) as Vice-Chairmen; Dr. (Mrs.) Minda C. Sutaria (Philippines) and Dr. Prem Kumar Kasaju (Nepal) as Rapporteurs. Dr. Abdul Latif and Dr. M.C. Pant, Unesco staff members, acted as Secretaries of the Meeting.

First plenary session

10. After the adoption of the Provisional Schedule of Work, the Chairman invited Mr. Raja Roy Singh, Assistant Director-General, Unesco Regional Office for Education in Asia and the Pacific, to address the Meeting.

11. Mr. Raja Roy Singh traced the evolution of APEID from its inception. In June 1971, that is to say, exactly ten years ago, the Ministers of Education of

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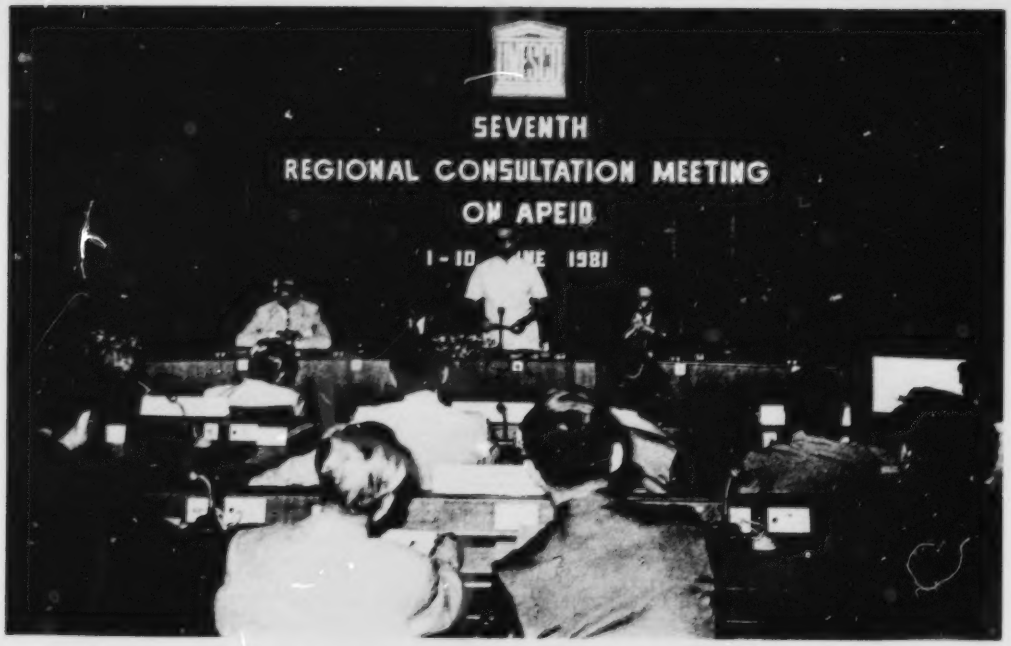

H.E. Dr. Sippanondha Ketudat, Minister of Education, Government of Thailand, inaugurated the Seventh Regional Consultation Meeting on APEID

Asia, meeting in Singapore, endorsed a recommendation made by a Study Seminar held in Chiang Mai, Thailand, regarding a new regional mechanism for co-operation in education, which "would be a means of pooling efforts, of sharing risks, and of comparing information on the effects of experimentation". He emphasized that APEID's approach is "not a search for educational innovation per se, but for educational innovation linked to national development efforts". He added that "educational innovation is a means, a method, even a way of looking at things; but the things that are looked at and that are looked for are more important". He also described the relationship established between the Member States as based on reciprocity, mutual learning and self-reliance.

12. Co-operative action, he said, is to be derived from the problem-solving experiences in the countries themselves. The role of an international organization is to facilitate interactions, and to bring the unique contribution of objectivity to bear on the analysis and invention process.

13. One of the major tasks of the Meeting, he indicated, was to evaluate the second-cycle operation of APEID in order to provide opportunities for the Programme to respond to the emerging concerns of the Member States. The other equally important task of the Meeting was to look to the future and determine the objectives, scope and design of APEID for the third cycle (1982-1986).

14. Mr. Roy Singh urged that,in planning for APEID's third cycle,consideration be taken to combine continuity with change - continuity of experiences and practices which have proved their validity; and change so that the new problems that arise and the new opportunities that open may be fully responded to.

15. He concluded his statement by thanking everyone for the support, co-operation and help offered in the conviction that "the education of our people in our respective countries is a high calling for all of us". (Text at Annex V).

Work of the Meeting

16. On the recommendation of the Steering Committee, the Meeting appointed the following as members of the Drafting Committee: Dr. Minda C. Sutaria (Philippines), Dr. Prem Kumar Kasaju (Nepal), Miss Napa Bhongbhibhat (Thailand), Dr. Shib K. Mitra (India), Dr. R. Ibrahim (Indonesia) and Mr. Gordon Tasker (Australia).

17. The Meeting held nine plenary sessions in which it considered the various items of the agenda. For developing the Work Plan of APEID for the third cycle, the Meeting divided itself into five groups.

18. The participants from Japan and Australia announced the financial contributions of their countries to APEID for 1981 in the amounts of 150,000 US dollars and 50,000 Australian dollars respectively. The participant from India also announced his country's contribution of one million Indian rupees for APEID's third cycle.

19. In the closing session on Wednesday, 10 June 1981, the Meeting considered and adopted its Report including the Work Plan of APEID.

PART I

EVALUATIVE REVIEW OF APEID
(1978-1981)

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EVALUATIVE REVIEW OF APEID
(1978-1981)

1. APEID is a co-operative endeavour of the Member States sharing a commonality of outlook towards progress and change. It is designed, developed and evaluated jointly by the Member States, and its activities are implemented, supervised and evaluated through institutions associated with it.

2. Accordingly, the present evaluative review was jointly undertaken by the Member States in this Consultation Meeting as the second-cycle operations by APEID draw to the closing year. In APEID such evaluative reviews are carried out in the course of each cycle as well as at the end of each cycle.

Terms of reference

3. In consultation with the UNDP, it was agreed that this evaluative review would also serve as a Tripartite Review, and that the Meeting would be called upon to:

a) Evaluate the past and on-going project activities and outputs in the light of the project objectives, and the recommendations of the previous Tripartite Review (1979) [1/];

b) Identify factors which may have facilitated or impeded the implementation of the objectives of the project;

c) Identify areas of and define the strategy for collaboration with related activities within and outside the UN system at the national and regional levels;

d) Make recommendations for future action.

Preparatory work for the present Review

4. In preparation for the present Review, all countries participating in APEID were requested to undertake an evaluation exercise both at the Associated Centres and National Development Group (NDG) levels. Guidelines were provided by ACEID, in the light of the report of an APEID Study Group Meeting [2/] and the observations of the Advisory Committee on Regional Co-operation [3/] in education. Fifty Associated Centres and 13 National Development Groups from 17 participating countries provided detailed evaluative reports.

1/ Report of the Sixth Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development, Bangalore, India, 22-30 April 1979.

2/ Report of a Study Group Meeting on Planning and Programming for the Third Cycle of APEID, Bangkok, 5-8 April 1980.

3/ Final report of the First Session of the Advisory Committee on Regional Co-operation in Education in Asia and Oceania, Bangkok, April 1980.

Review proceedings

5. Introducing the discussion, Dr. A. Latif, Chief of ACEID, invited the attention of the Meeting to the terms of reference of the Tripartite Review, which had been prepared in consultation with UNDP, and the documents connected with the review. He explained the outcomes of the previous Tripartite Review (held in 1979), which had identified, among others, two needs, namely, enhancing the capabilities of Associated Centres of the least developed countries, and strengthening all Associated Centres in applied research and evaluation. He mentioned that UNDP had provided an additional amount of US$629,260 in 1980-81 for meeting these needs, through attachments and joint innovative projects. He highlighted two main characteristics of the Programme, namely, its aim which is to build national capabilities for educational innovation for development, and its participatory nature in line with the TCDC concept. He described the various activities undertaken by the participating countries since 1979 to evaluate their participation in the second cycle. The self-evaluation reports prepared for the Review by 16 countries, he added, bore a testimony to their commitment to regional co-operation and to the seriousness with which they are promoting innovations. These also provided, ne added, an excellent basis for the task before the Meeting.

6. The Chairman then called upon Dr. M.C. Pant (ACEID) who introduced at some length the main elements of the document, presenting a synthesis of relevant data and the evaluation reports received from the countries.

7. Speaking on behalf of UNDP, Mr. W.R. Prattley, Regional Representative of UNDP, observed that the kind of consultation which was being held at the meeting was indicative of the importance attached by the respective governments to APEID which is an excellent example of the concept of TCDC to which the Project has given very tangible form. He emphasized the need to keep a very close track of the relevance and the effectiveness of the project activities and bear in mind the responsibility for accountability. There should be clear evidence that resources are being effectively used. APEID activity falls within the priority sphere, as was indicated by the countries in a recent inter-governmental meeting in New Delhi convened by UNDP. He pointed out that APEID was a project which is identified with multi-faceted aspects of development, and UNDP attached great importance to evaluation at the grassroots level, since this formed the ultimate test of the effectiveness of the Programme. (Text of the statement at Annex VI).

Evaluation of past and on-going activities

8. The Meeting had before it a report on APEID's activities during the period 1978-1980 and a detailed synthesis of the evaluation report of 17 countries which had undertaken the evaluation exercise in their respective countries.

Evaluation process

9. The Meeting was in general agreement with the method of evaluation followed in APEID, as it was in line with APEID's guiding principles and characteristics. Evaluation in a programme such as APEID should help to identify the points of strengths to be maintained or further enhanced, and of weaknesses to be corrected. Evaluation is more useful if the evaluation process is a continuing

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one, rather than being limited to the end of an activity or project. Feedback derived from the activity or project when still in operation can serve as a basis for further improvement. An end-of-cycle evaluation, while useful in determining whether an activity/project/programme has achieved its objectives, does not have much value unless the activity/project/programme is continued. Since the third programming cycle will continue some of the activities of the second programming cycle, the results of this end-of-the-cycle evaluation are expected to be of direct relevance in the continuing activities of APEID.

10. A number of participants pointed to the need to systematically evaluate the output dimension of APEID, not only in terms of immediate products or outcomes, but their multiplier effects as well. The following principles were stressed in evaluation as an essential aspect of accountability:

a) Evaluation must be pre-planned and built into each activity and institution rather than added on at later stages;

b) Evaluation at the macro-level should have as one of its bases the evaluation done at the local level, i.e., by the National Development Groups and the Associated Centres.

11. In the light of the above principles and considerations, there was a general appreciation of the self-evaluation made by the Associated Centres. It was also agreed that although there was a wealth of qualitative assessment information in the evaluation reports of the Associated Centres and National Development Groups, it was necessary to quantify (by rating) certain aspects which lent themselves to such quantification.

Project objectives

12. The Meeting was of the view that the broad objectives of the Programme were being implemented along the directions reflected in the aims of APEID. In regard to APEID's immediate objectives[1/] during the second cycle, it observed that every activity was addressed to one or more of these themes. Using the 'rating' system, the Meeting judged the various activities as 'very effective' in the development themes relating to productive skills, universalization of educational opportunities and integrated rural development; the activities were considered effective to 'a moderate extent' in the theme of better health and nutrition. All activities were rated to have contributed to a 'very great extent' to regional co-operation largely through TCDC.

Activities and participation

13. The programme activities taken in the whole were rated as 'carefully planned' and 'fully implemented.' Suggestions were, however, made to improve implementation in two ways, namely, better selection of participants to an

1/ to enhance the contribution of education to the five development themes, namely, (i) Education for integrated rural development; (ii) Education for development of productive skills relevant to economic development; (iii) Universalization of education at the early school levels and functional education for out-of-school youth and adults; (iv) Education for better health and nutrition; and (v) Education for national unity and international understanding and co-operation.

activity; and more sharply focusing of activities and avoiding the temptation of expecting too many outcomes from individual activities. Furthermore, the evaluation of each activity when it takes place needs to be improved. The Meeting made a number of suggestions for developing evaluation procedures for individual activities and for monitoring the follow-up actions.

14. The Meeting was gratified to note that APEID drew upon and made use of the expertise and resource persons available in the Associated Centres and the different participating countries and suggested that this practice should be continued during the third cycle for the very clear gains it has contributed to the Programme. Another aspect in which the Programme has made headway is the establishment of bi-lateral and multi-lateral links among the participating Associated Centres and increased flow of information among them. This trend should be strongly encouraged.

Activities in various development themes

15. In the table A.1 on the following page an attempt is made to indicate the number of activities[1/] undertaken in the four development themes and their locus (that is, at regional level or national level).

16. In the following paragraphs are given in summary form the main types of activities which were carried out in the second cycle for different development themes and which have been commented on by the countries in their evaluation.

A. Universalization of Education at early school levels and functional education for out-of-school youth and adults: A majority of the activities had their main focus on this development theme. The target groups included children, youth and adults who have insufficient opportunity to participate in the educational process and the emphasis was on the disadvantaged section of population, mobilization of unused and underutilized resources and expertise of local community. The activities were directed to the definition of objectives and content of first-level education such as would be functional in terms of the characteristics of the environment and the needs of the learning groups.

i) As many as 37 regional and 38 connected national activities were undertaken during the second cycle which had their main focus on this development theme. In addition, seven regional and 11 other national activities also made important contributions to this theme.

ii) The countries have rated highly in particular the activities for the development of guidelines and the exchanges of experiences in non-formal education programmes; new methods of training teachers and other educational personnel based on locally available learning resources; and the development of guidelines for the preparation of training materials.

iii) Following the findings of the previous Tripartite Review (1979), action was taken to provide more training facilities through "attachments" for the least developed countries and to initiate two joint innovative

1/ Action relating to a programme element which has a degree of completeness in itself.

A.1 Participation in regional/sub-regional and national-level activities

Themes	No. of main activities with focus on		No. of participants		No. of participating countries		No. of related activities		No. of participants		No. of participating countries	
	Regional	National	Regional	National	Regional	National	Regional	National	Regional	National	Regional	National
Universalization	37	38	509	1429	15	14	7	11	145	240	16	10
Integrated rural development	19	31	294	831	16	14	15	5	213	215	14	5
Productive skills	11	3	165	117	16	3	12	16	184	429	13	12
Health and nutrition	5	4	75	131	13	4	2	5	35	134	13	5

projects to provide educational research support. Indeed, for both categories of activities, the demand far surpasses available resources.

iv) The joint innovative projects which were initiated as a result the 1979 Tripartite Review (two out of the three projects are related specifically to this development theme) will be completed by about the middle of 1982, and will provide information on the evaluation of the existing strategies and programmes, and guidelines for further development of promising approaches. Also, there will be an in-depth study on integrating curriculum at the first stage of education and trying out some new ways for enabling the countries to adopt and adapt more useful approaches to integration.

v) One of the serious problems relates to the relevance of curriculum, methods, teaching styles and management approaches in relation to the disadvantaged and deprived groups and to the education of girls and women, and out-of-school youth. A base for specific action for these categories was laid through a study group meeting during 1980 which undertook comparative analysis of innovative methods and prepared some alternative methods. The second cycle has therefore, in respect of these groups, prepared the ground for APEID to play an effective catalytic role on a larger scale.

B. Integrated rural development. The role of education in support of a multi-dimensional development in rural areas has been a major concern during the first and second cycles of APEID. Nearly all countries participated and developed instructional materials and in-service training programmes to make education in rural areas more relevant through exchanges and co-operative action.

i) During the second cycle, 19 regional and 31 national activities were specifically devoted to this concern, and 15 regional and five national activities also made contributions in this respect.

ii) One of the major activities was the assistance provided through the mobile team training programmes, both in designing measures for participatory approach to educational innovation for rural development and for extending the impact to the grassroots level.

iii) Among the other major activities that the Member States planned and implemented during the second cycle, the notable ones are: training of teachers in the content of rural development in formal schools; organizing programmes of community services in the rural areas by the school students; development of self-learning materials and guidelines. In science education programmes, curriculum development, and the production of modular and other forms of instructional materials for use at the primary and secondary levels in formal school and out-of-school settings have been related extensively to rural development.

C. Productive Skills: In relation to the development theme, 11 regional and 3 national activities were carried out, with a high level of participation (16 countries participated). Unlike the first two development themes (paras A and B above), work in this development theme was initiated for the first time in the current second cycle.

i) The strategies of non-formal education programmes for rural development and the training in productive skills in rural schools have been particularly commended in the evaluative comments by the countries. Several training workshops both for agricultural training and rural development skills were organized and inventories and short case studies on education for rural development, both formal and non-formal, were prepared.

D. Health and Nutrition: Activities in this development theme were initiated only in the latter part of the current programming cycle. This is reflected in the number of activities completed so far - 5 at the regional and 4 at the national levels.

17. The four development themes were found to have continuing relevance to the concerns of the countries. The gains from APEID were regarded as "high" although their spread among the countries and the Associated Centres was, not surprisingly, uneven.

Activities by educational aspects

18. The activities broadly categorized by the four development themes may also be seen in terms of their content. APEID has identified for programme purposes, seven aspects of education (named as 'areas of innovation') in which co-ordinated sets of activities take place. The table A.2 on the next page indicates the number of activities classified by areas of innovation and the magnitude of the participation of the countries.

19. In the area of non-formal and alternative structures in education, a total of 9 activities at the regional and sub-regional levels were organized in which 105 participants from 15 countries were involved. In addition, 7 national-level workshops in the APEID context were organized by 5 countries in which 295 nationals participated.

20. In their evaluative comments, the participating countries indicated that activities under this area reflected well the general interest of the countries in non-formal education in relation to development.

21. The comments from the countries indicated that they found the participation in these activities helpful in enhancing the capabilities of the national staff for educational innovation and gaining new insights for solving some of the problems of the country in the area of non-formal education. One country referred for example to the fact that, as a result of its participation, it had been able to develop interdisciplinary and participatory approaches and more positive attitudes towards innovation. The participation had helped the country in creating new structures and groups such as information and documentation centres, and long-range planning groups and make new legal provisions.

A.2 Participation in regional and national-level activities

Areas of innovation	Regional level			National level		
	No. of activities	No. of participants	No. of countries	No. of activities	No. of participants	No. of countries
Non-formal and Alternative Structures in Education	9	105	15	7	295	5
Administration and Management of Educational Innovation	7	97	16	7	283	5
Curriculum Development	15	186	14	3	110	3
Educational Technology	10	110	18	25	829	14
Education of Teachers, Teacher Educators and other Educational Personnel	10	151	18	6	302	6
Science (including Maths) and Technology Education	13	169	16	23	580	14
Vocational and Technical Education	6	84	13	-	-	-
Total	71	902		71	2399	

22. In view of other regional programmes available to the participating Member States in the area of administration and management of educational innovation, the activities under this area were limited to 7 at regional level and 7 at national level. These activities had their special focus on problems related to: (i) planning and evaluation at the national and sub-national levels; (ii) community participation and leadership, with inter-agency co-operation in planning, implementation and evaluation at the local level; (iii) training of change agents; and (iv) introduction of rural development content in non-formal and formal education, with emphasis on linkages between formal and non-formal programmes.

23. It was reported by many countries that the participation in the activities has resulted in the improvement of the performance of the participating institutions. One country which hosted an activity in this area reported that this had helped it to develop a deeper recognition of the programmes and problems of the APEID Member States and a better understanding of the roles to be played by the centres of that country in future activities. Some countries reported that participation in the study visits and attachments organized under this area had widened the views of the individual participating staff.

24. Two activities undertaken in 1980 were noted as being specially relevant to the design and execution of innovations. One covered training for educational planners in enhancing the contribution of education to rural development and the orientation of rural development planners to the educational process. The other activity was concerned with strategies and methods for training of key educational personnel in administrative and supervisory positions in the management of innovation, with particular reference to projects related to APEID's development themes for the second cycle.

25. In the area of curriculum development, a total of 15 regional activities were organized in which 186 specialists from 14 countries participated. In addition, three national-level training workshops were organized as a follow-up of the participation in regional activities in which 110 nationals participated. Twenty attachments were provided in this area relating to the skills required for immediate use in on-going programmes of innovations.

26. One country which joined APEID at the beginning of the second cycle observed that "awareness of innovations has been heightened and there are professional gains at least at country's end and participation in the curriculum activities has helped in solving immediate problems like curriculum design or curriculum implementation."

27. The countries which received mobile training teams indicated that they were able to train a cadre of persons for undertaking curriculum renewal immediately after the study visit phase of the activity. Some of the other gains were reported: "The meeting on development of curriculum materials has enabled the participants to work as resource persons for the institute for the improvement of the quality the teacher education programmes."

28. Another country commented that "experiences in the seminar on national strategies for curriculum development has assisted the country to evolve and disseminate ideas towards developing various approaches of curriculum

development." Some countries reported that APEID activities have helped in solving immediate problems such as curriculum design and curriculum implementation.

29. In the area of educational technology, 10 regional-level and 25 national-level activities were organized in which 939 participants from 18 countries took part.

30. The activities focused on the design and development of low-cost instructional materials and teaching aids have been found to be of great value in solving some of the immediate problems in a number of countries. One country stated that "APEID has contributed in catalysing national efforts and initiatives in the area of educational technology. Participation in APEID activities has enabled the participants to gain new insights and expertise in the preparation of low-cost instructional materials, and these insights were shared with other nationals through a number of seminars, workshops, small group sessions, conferences and reports."

31. In the area of training of teachers, teacher educators and other educational personnel, 10 regional-level activities involving participation of 151 specialists from 18 countries and 6 national-level activities in six countries involving 302 participants were organized.

32. The member countries, on the whole, expressed satisfaction with the outcomes of these activities. Most of the countries reported that they found the seminars and meetings relevant to the urgent needs of the countries. APEID seminars and workshops at regional and sub-regional levels have provided useful opportunities for the exchange of ideas and experiences among the participants from various countries, and in initiating innovations or reorienting on-going projects.

33. A country reported that 'the participation has enabled the staff, on their return to the country, to assume leadership role in carrying out follow-up activities". Another country has commented that 'the study group meeting on instructional materials has given exposure to the staff members who, on return, could develop a detailed plan for developing curriculum materials which is currently in the process of implementation."

34. In the area of science and technology education, 13 regional/sub-regional activities and 23 national-level activities, either as preparation for the participation in a regional activity or as a follow-up of a regional activity, were organized in which a total of 749 specialists from 16 countries participated.

35. All countries have found their participation useful in terms of exchange of experiences and in understanding what innovative thrusts are taking place in various countries.

36. One country reported that its participation has helped in increasing the efficiency of the staff engaged in curriculum development work. The participation had a positive impact in influencing the process of curriculum development and preparation of instructional materials. A number of follow-up training activities were organized by the country, using the insights and the experiences gained through participation in regional activities.

37. In another country, the centre responsible for science education found "its participation in APEID of much help in solving problems of curriculum design and redirection of national efforts in the broad sense by focusing on needed links between education and socio-economic development." Activities related to specific science disciplines were seen as of maximum value by the country.

38. Yet another country reported that "the follow-up national workshops have contributed to a high overall attainment of the objectives of APEID. These workshops helped in launching innovations in designing useful science apparatus and instructional materials. The intervention of the APEID activities had acted not only as a catalyst, but also as a regulating mechanism helping consolidate the design as well as accelerating the implementation of various innovations."

39. Another country observed that the preparation for participation in a sub-regional workshop provided the country an opportunity to review and analyse the new curriculum it has recently introduced." "Of particular value were the field trips which enabled an on-the-spot study of science teacher training programmes which are attempting to link science education to real-life situations, and these experiences have been profitably used for improving science teaching."

40. A country whose participation in science activities has been extensive reported that "it was able to develop technical skills and gain innovative ideas in designing and developing science equipment, and development and implementation of science and technology curriculum materials."

41. Vocational and technical education was added as a new area of innovation during APEID's second cycle. Initial activities were therefore focused on developing an information base by preparing an inventory of innovative projects under way in the countries. In addition, six regional activities in which 84 specialists from 13 countries participated were organized to enable participants to exchange experiences, make on-the-spot studies of selected innovative programmes, and develop guidelines and strategies for development of curriculum and instructional materials. Eleven countries have so far associated their institutions dealing with vocational and technical education.

42. Generally, all the participating countries have found the activities organized under this area relevant to their own programmes, and the participation has helped in strengthening staff awareness.

Impact at the grassroots level

43. It was suggested at the Meeting that one test of the effectiveness of the Programme is its impact at the grassroots level. The following are illustrative examples of the impact of APEID activities at the grassroots level picked out from the reports of the National Development Groups and Associated Centres on evaluation of their participation in the second-cycle activities and the experiences shared by the participants during this Meeting.

44. Most of the Associated Centres were involved in the design and implementation of educational innovations in schools or through non-formal education programmes. Several participants pointed out how the inter-country activities

enabled them to utilize the experiences of other countries, and how the insights developed through exchanges had helped in improving the design and implementation of their own innovative programme.

45. In all regional activities, the last phase is devoted to the planning by each country's participants of specific actions to be taken in the context of national programmes on their return. An example is the sub-regional workshops on low-cost instructional materials. These workshops were preceded by national workshops so that the experiences of a country as a whole rather than those of the participant only could be utilized in the regional meetings.

46. In one country, the impact of APEID regional activities has been optimized by careful selection of participants. The Associated Centres have considered not only training and background of candidates, but also their capacity to provide leadership in the spin-off activities in order to achieve optimum multiplier effect.

47. A typical example is provided by a country in which a team of two participants in the regional activity on return activated a series of workshops in the regions, school divisions, and institutions for selected teachers and school officials who in turn taught their colleagues how to develop low-cost instructional materials. Some of their products are now on display in several decentralized learning resource centres in the country. The effects of the regional activity are now visible at the grassroots level, i.e., in many of the classrooms where more meaningful teaching is being effected with the aid of these materials.

48. As one form of regional follow-up for continued utilization of inter-country experiences in national programmes and projects, ACEID started an inventory of instructional sheets for the production of low-cost educational materials. The first inventory consisting of 85 items has been published, and the second one is under compilation. Also, case studies have been made of the experiences of several countries in this area. Based on the case studies and the outcomes of national and sub-regional workshops and other materials supplied by the Member States, a source book on the subject is being compiled by one of the Associated Centres.

49. Educationists and development workers in non-formal education in one country have strengthened their networks and developed linkages with relevant institutions as a result of participation in a sub-regional activity which had its antecedents in APEID's High-Level Personnel Project Study on Alternative Structures in Education in 1980. As a consequence, the public and private sectors have been actively collaborating in the implementation of non-formal education projects. Encouraged by the co-operation of the private sector, the Associated Centre in charge of non-formal education chose one individual from the private sector to participate in an inter-country study visit in 1980. Since her return to the country, she has been providing leadership in the community in the development of productive skills, which the NDG has rated highly.

50. One of the host centres of the Sub-regional Workshop on Low-cost Educational Materials noted that a series of local-level workshops had been organized following the Sub-regional Workshop, which contributed to the organization of training programmes for teachers and the preparation of handbooks. The Associated Centre responsible for this activity commented:

"We fully realize that the production of low-cost educational materials is such an important area in the education sector in (country) that in view of its great potential in improving the quality of instruction, it will provide a positive input to the philosophy and methods of education in the country."

The same Associated Centre went on further to say:

".....the pioneering role played by APEID in popularizing the concept as well as the need of educational innovations as an integral part of national development activities and in disseminating available information in this respect has helped to make the member countries become increasingly aware of the importance of research as the bedrock of all educational innovations."

51. Another example of impact is the curriculum development workshop on health and nutrition held in 1980. In a participating country, the participant organized a follow-up workshop shortly on her return, and the products of this workshop and the regional workshop contributed to the revision of the curriculum component relating to health and nutrition.

Regional activities to meet specific needs of individual countries

52. 'Attachments', under which the staff of a centre are given training experiences in skills which are immediately needed for implementing a reform or innovation in another Associated Centre,have proved useful to the Member States. Another activity rated highly is mobile team training. Under this arrangement a country sends a team of nationals to third countries to acquire relevant experiences and on return develops a programme on an experimental or nationwide basis. The outcome is always an action, mainly financed from national resources, which has direct impact at the grassroots level. Examples are:

53. In a country 200 community schools are to be opened as a part of non-formal education of the communities in vocational skills. It sent a team of three staff members - a curriculum developer-cum-specialist, head of a secondary school and a staff member of a polytechnic - to study relevant experiences in four other countries. On return, the team organized a workshop at which 27 principals of schools and staff of teacher training colleges jointly prepared programmes of curriculum development, implementation and evaluation of the community schools. Thus, the impact at the grassroots level was almost immediate because the activity was linked to a project which was readied for launching.

54. In another country, a team of five educators including a curriculum developer and an educational technologist and a teacher trainer visited projects in three other countries relevant to the country's decision to decentralize curriculum development operations. An educational area was picked out to launch a pilot project with the help of the five-educator team. Under their guidance, teachers and principals of 10 project schools surveyed the local needs, held discussions with local development agencies, and finally prepared curriculum materials on health and nutrition, skills development and rural transformation for their own use. As many as 2,000 copies of each learning unit were printed. After experimentation in these schools for three years, the programme was extended by the Government to 60 other schools.

55. In yet another country, a national team which had been provided opportunities for studying projects in five other countries as an APEID Mobile Training Team on return trained curriculum developers of 15 states of the country in a follow-up national workshop, which was judged by the concerned Associated Centre as an outstanding example of co-operative endeavour. As a final outcome, within a period of three years, it was reported that 'the impact of the in-country workshop is perceptible today in the form of boards and committees on school curriculum which have been constituted in different states since the completion of the workshop."

Activities to promote intra-country exchanges

56. At the country level, activities such as the translation of selected APEID publications into national languages, exchange of resource persons between innovative centres, dissemination of information on innovations and inter-institutional visits, have been supported under APEID. These activities have promoted contacts between institutions at field level and made available APEID's publications to teacher trainers and teachers.

57. In one country, the reports on visits to innovative educational institutions have been published, and the activity has been regarded as of key importance. In another, a quarterly journal on innovations - local, regional and global - has been started and continues in publication.

58. Another country reported the holding of two conferences to orient the participants to the innovative ideas that would help improve classroom teaching. The participants were school teachers, supervisors and specialists. According to a report from another country, the National Development Group organized discussions of the experiences in the follow-up activities of a national workshop which had been undertaken by the country in the various regions of the country. As a consequence, a Council of Teacher Educators was to serve as a core body for the initiation and implementation of projects for teacher education.

Modes of operation

59. All the participating countries, in their evaluation reports and comments made during the Meeting, indicated that the nine modes of operation of APEID are basically sound and have proved effective. The majority of the participants observed that personnel exchanges such as inter-country/inter-project study visits, mobile training teams and attachments have proved effective means for acquiring skills, and in identifying the new growth points. Similarly, exchanges of information and publications have been of considerable value.

60. Joint Innovative Projects found extensive support from the countries for their potential for developing the much needed knowledge base.

61. The Meeting made the following suggestions for improvement in the modes of operation:

a) In inter-country/inter-project study visits, mobile teams and attachments, enough time should be provided to the host institutions in advance of the arrival of interns or visitors to develop a meaningful programme. The participants undertaking the study visits should

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be fully briefed in advance on the programmes of the Associated Centres they are to visit.

b) Technical Working Groups should continue to be used as a mode for developing technical details of a project, and study groups for synthesizing experiences to identify problems, issues and growth points.

c) Seminars/workshops should generally have very specific focus and should not attempt to cover too broad an area. However, the need for seminars with broad objectives in certain circumstances was recognized, provided that the need was clearly identified.

Institutional mechanism

62. The institutional mechanism through which all APEID activities during the second cycle were designed, implemented and evaluated comprises:

a) The National Development Groups for Educational Innovation (NDGs);

b) The Associated Centres of APEID (ACs);

c) The Regional Consultation Meetings (RCMs); and

d) The Asian Centre of Educational Innovation for Development (ACEID).

63. In their evaluation reports, the participating countries indicated that the existing institutional mechanism is adequate in facilitating attainment of the objectives of the Programme. However, certain improvements were suggested.

a) National Development Groups (NDGs)

64. The Meeting felt that high priority should be given to ensuring close relationship among the NDG, Associated Centres, National Commission and other concerned institutions, both private and public, in each participating country; such a relationship is not at present seen in most cases. There is also a need to reinforce and strengthen the efforts of the NDG to promote dissemination of information, exchange of personnel and experiences among the institutions within the country. Furthermore, there was need to involve the NDGs more closely in planning APEID regional activities based upon common problems and issues.

65. Some participants suggested that the NDGs should assume specific responsibility to co-ordinate the activities of the Associated Centres so as to avoid overlap and wastage. It was also suggested by a few participants that the NDGs might demarcate the area of participation for each Associated Centre to ensure continuing participation, sustained interest and encourage the concerned centre to develop a long-term programme. One participant urged that technical assistance be made available to a NDG on its request.

b) Associated Centres (ACs)

66. It was observed that the participation by the Centres in APEID has been rather uneven. There are some Centres which have not been able to take an active part or otherwise contribute to the exchange of information, experiences and personnel. Another gap arises from the fact that direct exchanges of

information on inter-country level between the ACs themselves have not yet developed to an appreciable degree. It was suggested that the situation might be reviewed at the national level in order to improve coordination or if necessary revise the list of Associated Centres.

67. It was suggested that the organization of national-level activities within the APEID context should be done by the Associated Centres which should have freedom to plan the programme of activities in collaboration with the NDGs. The Associated Centres should have the feeling of being encouraged to be innovative, and to try out new strategies.

c) Regional Consultation Meetings (RCMs)

68. The RCM is seen as a very effective forum for the exchange of ideas and experiences among the high-level personnel of the member countries and as a mechanism for planning and monitoring APEID as a co-operative endeavour. As a planning mechanism, it has a key role in establishing the objectives of the Programme, setting its priorities, reviewing progress, making evaluation and setting guidelines for further co-operative action. The Meeting strongly recommended that it should continue to meet annually.

69. Regarding the participation in the RCM, the present practice was endorsed for each Member State to send two nominees so as to represent the policy-making and implementing personnel as well as the professional from the Associated Centres. A Member State could send one or more observers, if it so desires, at its own cost. Some Associated Centres, however, have urged that all heads of Associated Centres should be given the opportunity to participate in the RCM, specially those sessions which deal with long-term planning thereby providing a more representative and comprehensive exchange of views and experiences which will contribute to making the Programme more responsive to the needs of the participating countries.

70. ACEID should explore with member countries the possibility of hosting the annual Consultation Meetings by rotation so that the venue would change from year to year. This will give added encouragement to the countries or Centres concerned and to the other participating countries as well. The RCM could also benefit through prior consultations with the heads of the Associated Centres in regard to the agenda and related matters.

d) Asian Centre of Educational Innovation for Development (ACEID)

71. During the second cycle, ACEID has continued to act, as in the first cycle, as the resource base for, and facilitator, co-ordinator and secretariat of the Programme. It has assembled and diffused documentation and information on educational innovations, arranged exchange of persons and experiences among the Member States, and provided technical support to the participating Associated Centres in organizing activities under the Programme. These functions of ACEID were endorsed by the Meeting for continuation in the next cycle.

72. The reports from the countries emphasized that ACEID staff members should establish more frequent contacts with the staff and officials of the Associated Centres and the NDGs in order to provide advisory services as well as to become more familiar with the on-going and future plans of the Associated Centres and the NDGs.

This will also contribute towards the professional development of ACEID staff members. Closer and more frequent contacts between ACEID staff members and the Associated Centres and the NDGs are particularly emphasized in reference to those Associated Centres which have been participating very actively in the Programme, including the joint innovative projects.

73. Refering to the particularly useful role of ACEID as resource base, facilitator and co-ordinator and taking note of the remarkable increase in the number of Associated Centres, many participants expressed concern that it might now be very difficult for ACEID to cope with the growing demand of the Associated Centres, unless the staff strength and capabilities of ACEID were enhanced as a matter of urgency by filling vacant positions or creating new ones according to additional needs which have arisen.

Outcomes and products

74. The expected outcomes for the various APEID activities are indicated in the relevant Work Plans. The products of the activities have taken broadly two forms: one, cadres of trained personnel in various aspects of education, and the other exchange of experiences and co-operative actions and reflections which have been embodied in printed materials. These publications cover the synthesis of experiences, suggested guidelines and methodologies for designing educational innovations; exemplar instructional and training materials; case studies; inventories of innovative projects; and other information materials.

75. A total of 95 publications have been brought out to date (April 1981) by ACEID, which comprise Reports (64), Handbooks (6), Case Studies/Inventories (8), Newsletter (14 issues), occasional papers (5).

76. In addition, a number of publications related to information on various aspects of APEID such as the Directory of Associated Centres; Staff Training Needs and Facilities; Participation of Countries in APEID Activities; Annotated Bibliographies of APEID Publications and Booklet and Pamphlet on APEID have also been published.

77. Apart from ACEID, the participating countries and Associated Centres have also produced a variety of publications such as reports of national seminars/ workshops, studies and technical papers for use in regional activities, exemplar instructional materials, inventories of educational innovations and other information materials about the Programme.

78. The participating countries have found these publications of considerable help in their national activities, both in the training of their personnel as well as developing their instructional and training materials.

79. Apart from the distribution of the publications within the network and other interested institutions in the region, many libraries of universities and colleges of education in other parts of the world send in requests for APEID publications.

80. Several participants in the Meeting suggested that APEID should assist the participating countries much more in translating these materials into national languages for wider dissemination. The problem of lack of funds to produce the

documents at the national level was also mentioned. One participant suggested a study of how the participating countries are utilizing the inventories of innovative projects that have been published and disseminated so that this activity could be further expanded and improved.

81. Exchange of information through various publications was found to be one of the most useful feature of the Programme by the Meeting. The need for continuing support for translating APEID materials into national languages and for their wider dissemination to spread the impact to the grassroots level was emphasized.

Collaboration with other agencies

82. It was stressed, both in the country reports and in the discussions at the Tripartite Review, that the activities of APEID and national programmes were mutually supportive and complementary.

83. An example was cited earlier as to how, upon return to the country, the participants of a regional workshop initiated two national and 13 sub-national training workshops for the development of low-cost instructional materials - the sub-regional workshops being assisted by UNICEF under its support for national activities. These examples of interacting and mutually supporting activities can be multiplied manifold, and are on the increase. Then there are instances, and increasing number of them, in which, both at the regional and the national levels, the representatives of other agencies like WHO, ILO, FAO and the staff of research and development institutions operating outside the education system had actively participated. This, it was stressed, was possible because APEID activities are focused on enhancing education's contributions to development themes, so that the collaboration between Unesco and the Specialized Agencies concerned with development, and between education and the development sectors at the national level, is promoted by commonality of interest. Similarly, participants from the Associated Centres at the Meeting described how their projects receiving support from UNDP under country programmes and the participation in the APEID activities served to complement and supplement each other. Several participants at the Meeting also cited examples of linking the APEID activities with on-going national innovative projects and utilizing the APEID inputs in solving some of the critical problems which have otherwise impeded the implementation of national innovation projects.

Conclusions

84. At the conclusion of the evaluation session, Mr. Prattley, Regional Representative of UNDP, expressed appreciation of UNDP for the frank and constructive manner in which the participants had addressed various questions in relation to the evaluation of the effectiveness and impact of APEID activities at the regional and country levels.

85. He said that UNDP was particularly interested in and attached great importance to the efforts to undertake evaluation at the 'grassroots level', since this forms the ultimate test of the effectiveness of the programme undertaken by APEID and the institutional mechanisms which had been established to that end. Recognizing the difficulty of conducting "grassroots level" evaluation, Mr. Prattley

expressed the view that this might be examined in the context of the techniques of communication between front-line personnel concerned with the dissemination of APEID findings. He spoke of the successful experience of the UNDP regional project concerned with DTCP (Development Training and Communication Planning), particularly in regard to its activities in relation to rural and agricultural innovation at the field level. Similar and marked success had attended such efforts in relation to the population activities of UNFPA which draw on the professional resources of the DTCP. Mr. Prattley suggested that in formulating the project and programme for the next cycle of UNDP assistance, APEID may wish to give consideration to the relevance of incorporating a communication support element in future activities and, in doing so, consultation with the DTCP project would no doubt be useful.

86. The Meeting endorsed that the objective of APEID was the building of national capacities for innovations in education for development, and recommended that this approach should continue in the third cycle also. It was noted that the reports received from the countries gave a wide range of development problems which were engaging national efforts; the development themes to which priority is to be given in APEID in the third cycle would be identified from these problems. The Meeting recommended that additionally APEID should also promote exchanges and co-operative action in relation to the current and planned programmes in the countries for developing strategies and facilities for research and evaluation; professional support services, and the upgrading of the preparation of educational personnel.

87. The rapid expansion of participation and continued strengthening of institutional framework, now covering 21 countries and 100 centres associated with the Programme, and the interest of the countries as reflected in the quality of their evaluation reports and the level of participation in RCM and other APEID activities were mentioned repeatedly as strong evidence of the vitality of the Programme.

88. APEID's infrastructure consisting of four elements - ACs, NDGs, RCMs and ACEID - was regarded as satisfactory and operating effectively. Two concerns were reported by the countries to be under active consideration of their National Development Groups, namely, selection and briefing of participants and institutions, and an effective system of locally based evaluation at different phases of an activity.

89. The Meeting gave special emphasis to direct communication among centres in different countries, and the exchange of resource persons among the Associated Centres.

90. The principles of action used during the second cycle were reported to have proved valuable in promoting mutual learning and self-reliance, and in line with the spirit of technical co-operation among developing countries in partnership with the developed countries. It was agreed that these should be continued. However, it was suggested that the activities should have more clearly defined scope, and that more time should be given, and more thorough preparation made for them.

91. While putting on record its appreciation of the self-evaluation made by Associated Centres and the NDGs, the Meeting suggested that this could be usefully

supplemented by other forms of evaluation. The need for both continuous evaluation and end-of-the-project evaluation was emphasized. Furthermore, the evaluation must be pre-planned and built into each activity and institution. Evaluation at the macro-level should continue to have, as one of its bases, the evaluation done at the local level by the Associated Centres and the National Development Groups.

92. It was further suggested that more resources should be devoted to attachments, study visits, provision of resource persons, mobile training teams and joint innovative projects.

93. Information development and dissemination were regarded as generally satisfactory. It was recommended that steps should be taken to (a) promote direct flows among the Associated Centres of materials such as professional papers, research designs, textbooks and other printed materials, designs of equipment; and (b) simplify the language of APEID's publications, and evaluate their use.

94. The Meeting noted with appreciation that the activities of APEID have been so designed by the Member States that they relate closely to their immediate concerns. Because of this strategy, the impact has been substantial. The interaction with the least developed countries was noted with particular satisfaction.

95. The Meeting was satisfied with the way in which several countries have linked the APEID inputs with their on-going national innovative projects which may be getting funding and other support from other sources, and are increasingly utilizing APEID inputs in solving the critical problems which would have otherwise impeded the implementation of national innovations.

96. It was recommended that more needs to be done in the area of development support communication, and this should be incorporated as a component of projects in APEID's third cycle.

Part II

DESIGN OF APEID IN THE THIRD PROGRAMMING CYCLE (1982-1986)

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DESIGN OF APEID IN THE THIRD PROGRAMMING CYCLE (1982-1986)

1. Following the suggestions of the Task Force (refer to para 6 of Part I), the Meeting developed its discussions in broadly the following sequence:

a) Development objectives (of APEID in the third cycle);
b) Programme areas - Identification;
c) Immediate objectives;
d) Programme areas;
e) Activities (and modes of operation);
f) Institutional framework;
g) Special considerations;
h) Development support communication.

General principles

2. The Meeting reaffirmed with strong endorsement the following four general principles which should continue to govern APEID in the third cycle (1982-1986), namely:

a) That the Member States jointly design, execute, supervise and evaluate APEID, and the relationship among them is based on reciprocity for mutual learning and self-reliance;

b) That the primary focus of regional co-operation in APEID is educational innovation for social and economic development. APEID should therefore collaborate with the Member States in educational developments and innovations which respond to well-defined and high-priority needs as identified by the Member States;

c) That APEID should continue to aim at enhancing national capabilities for undertaking co-ordinated sets of changes in the education system in order to realize national development goals, bearing in mind the clear recognition that development is multi-dimensional in nature;

d) That APEID should remain in constant evolution in order to ensure responsiveness to the emerging development concerns in the participating countries, and towards this end, evaluation should be built into all its methods of work and activities.

A. Development objectives

3. The Asian Programme of Educational Innovation for Development (APEID) is a co-operative programme of the participating Member States in Asia and the Pacific who jointly design, execute, supervise and evaluate it, inspired by the relationship amongst them which is based on reciprocity for mutual learning and self-reliance.

4. The objective of APEID is to contribute to strengthening national capabilities for undertaking co-ordinated sets of changes and qualitative transformations in the education system in order to enhance the contribution of education to development goals defined by the Member States in the context of their own political, social, cultural and economic systems.

5. It seeks to give expression to 'the idea of development as an overall, multi-dimensional and diversified process essentially endogenous in nature, linked with the values peculiar to each society, and requiring the active participation of individuals and groups who are its agents and beneficiaries".[1/]

6. In pursuance of the objective of linking educational changes with development goals aimed at improving the quality of life of the people, APEID seeks:

a) To encourage the Member States to promote the involvement and participation of people on a broad basis (students, teachers, parents, village and community leaders) in making relevant changes in education;

b) To contribute to the Member States' efforts to identify and undertake innovations and transformations which respond to high priority needs as identified by the Member States;

c) To promote understanding and appreciation of the differences in educational practices and approaches, and thereby contribute to international understanding.

B. Programme areas[2/] - Identification

7. In identifying the programme areas for the third cycle (refer para 9 below) the Regional Consultation Meeting was guided by the principle that the programme areas of APEID should represent 'well-defined and high priority needs as identified by the participating member countries" to which regional co-operation can make a significant contribution. Other considerations were:

a) The need for concentration so as to avoid dispersion of resources and impact;
b) The need to avoid duplication with other programmes or activities;
c) The need for ensuring continuity from the second cycle, while introducing new elements that the emerging situations may call for.

8. The Meeting took into account (a) the specific suggestions received from the countries for programme areas and activities in APEID's third programming cycle; (b) the projects relevant to each concern, which the countries had reported would be under way during the period [3/]. In addition, the Meeting benefited from special papers[4/] contributed for it by some of the leading educators in the region,

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1/ Resolution 100 of the General Conference of Unesco (19th Session, Nairobi, 1976).
2/ The term 'programme area" is intended to identify a sector in which a coherent series of educational actions is designed and carried out in order to realize certain specific development goals.
3/ List of innovative projects appear as an appendix to this report.
4/ 'Some thoughts on the emphases of the third cycle of APEID" (Document ROEAP-81/APEID.CM/REF.8).

suggesting how the emphases proposed for the third cycle of APEID should be reflected in the work plan of APEID.

9. Considering the guiding principles (para 7 above) and taking into account the comments from the Member States, the Meeting recommended the following programme areas for APEID in the third cycle:

I. Universalization of education: Access to education at first level by both formal and non-formal means;
II. Education for promotion of scientific and technological competence and creativity;
III. Education and work;
IV. Education and rural development;
V. Education and urban development;
VI. Educational technology with stress on mass media and low-cost instructional materials;
VII. Professional support services and training of educational personnel; and
VIII. Co-operative studies, reflection and research related to educational development and future orientations.

10. It will be noticed that the programme areas fall into two clusters. First are programme areas in which education is linked to a development goal, including of course education itself as a development goal. These cover areas I-V above. The second cluster comprise programme areas which are in the nature of infrastructure development and contribute as such to a whole range of development goals. These include areas VI-VIII above. In identifying these 'infrastructure development areas', the Meeting looked into the potential that they offered for significant innovations for qualitative change and development in education in the particular context of the countries in Asia and the Pacific.

11. Three other themes/aspects of education were emphasized by the Meeting. The Meeting observed, however, that these should pervade all of the eight programme areas given above, rather than being treated as separate programme areas. These three themes/aspects of education are:

a) First is the curriculum. Lying at the core of educational action, the curriculum manifests the changes and innovations which are sought to be made in the educational endeavour. As such, curriculum development in one form or another enters into all programme areas. Accordingly, the Meeting was of the view that curriculum development need no longer be shown as a programme area (as was done in the first cycle) because this tends to set it apart.

b) The second topic is education for strengthening links between culture and development. This was recommended as a programme area by the Study Group (April 1980). The Meeting observed that this theme is common to many other programme areas, and recommended that it should not be provided separately.

c) Another topic, not included as a programme area, is development of information, data processing and computerization. This was also recommended as one of the programme areas by the Study Group.

The Meeting was of the view that it did not constitute a programme area, but rather programme activities which should be subsumed in other programme areas or in the general activities of ACEID.

12. In the light of the suggestions received from some Member States, the Meeting has added a new programme area which was not on the list of the Study Group, namely, 'Education and Urban Development'. The Meeting was of the view that with the rapid pace of urbanization in many countries of the region and the economic and social changes under way, and in prospect, this problem calls for attention in APEID's third cycle.

13. In regard to the programme area now reformulated as 'Co-operative Studies, Reflection and Research related to Educational Development and Future Orientations', the Meeting emphasized the importance of APEID providing in the third cycle a dynamic forum for forward-looking and 'futuristic' thinking and orientations which are emerging in the participating Member States. This programme area will also offer the scope for inter-country co-operation in research-based innovation and development, a beginning of which was made by APEID in the second cycle.

14. As the Work Plan[1/] was elaborated, the Meeting ensured that the programme areas are closely interlinked. A programme area finds its scope in certain aspects of educational action through which the development goal is realized by approximation. These aspects of educational action or dimensions may vary from one programme area to another, though there will be considerable commonality. In the next page is a synoptic table in which the programme areas and the educational aspects which may be particularly relevant to them are illustrated.

15. The Meeting,working through groups,developed the immediate objectives and other elements which are reported in the following paragraphs.

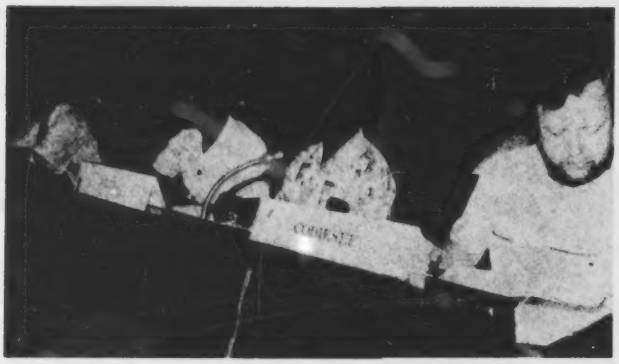
C. Immediate objectives

16. In line with the expressed concerns of the participating countries, the third cycle of APEID will contribute to:

a) Universalization of education by promoting access to education at the first level and equalization of educational opportunities through support for development and implementation of innovative programmes to enhance learning competence and suited to the needs of learning groups, notably those who suffer from deprivation of educational access such as girls and women, out-of-school children and youth, disadvantaged sections of the population and the disabled.

b) Promotion of scientific and technological competence and creativity by supporting national initiatives for expanding opportunities for science and technology education, both formal and non-formal, and for raising the level of achievement in terms of knowledge, competence and creativity; popularization of science among the general public; and identification and nurturing of talent among the students and working population.

1/ Work Plan is contained in a companion volume of the RCM Report.



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Programme areas and educational aspects

	Programme areas \ Educational aspects (Dimensions)	Planning, designing and management	Non-formal learning systems	Structures and institutional organization	Curriculum and instruction	Educational technologies	Training	Evaluation	Research, studies	Information and data processing	Cultural	International co-operation and understanding
Development-related programme areas	I. Universalization of education II. Education for promotion of scientific and technological competence and creativity III. Education and work IV. Education and rural development V. Education and urban development											
Infrastructure development programme areas	VI. Educational technology/ mass media VII. Professional support services and training of educational personnel VIII. Co-operative studies, reflection and research and future orientation											

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c) Linking education and work by stimulating and supporting innovative programmes of incorporating work in general education, vocationalization of secondary education, and promoting innovations in vocational and technical education, for in-school and out-of-school population, in response to the changing social and economic needs and possibilities.

d) Education and rural development by promoting participation of educational institutions and personnel in rural development in co-operation with other development agencies, and by strengthening the links of formal and non-formal educational programmes to the needs of the rural people.

e) Education and urban development by stimulating awareness of the problems arising out of the rapidly expanding process of urbanization, and promoting programmes of education and training for young people and adults for skills and understandings essential for productive life.

f) The development of educational technology as infrastructure for educational innovation in order to create wider educational opportunities for the people and enhance the effectiveness of learning methods and materials including textbooks, teaching aids and reading materials, at less cost.

g) The development of professional support services and training of educational personnel as an infrastructure for human resource development in education, notably in the changing roles of educational personnel in the developmental context and their mobilization for innovations in education.

h) Promotion of co-operative studies, reflections and research aimed at developing greater problem-oriented research capabilities in support of educational innovations and studies in the perspective of 'the needs of tomorrow' as an infrastructure for new ideas, paradigms and orientations.

D. Programme areas

Programme Area I: Universalization of Education: Access to Education at First Level by Both Formal and Non-formal Means

The problem of universalization of education, primarily at the first level of education, is a persistent one in many countries in the region. Although a great deal of effort and resources have been devoted to promoting broader base of educational opportunities, the disparities among different segments of the society are all too apparent. This is due to the fact that in many countries of the region, the benefits of economic growth have not been shared equitably. The national development strategies are now focused more and more on equitable distribution of development benefits. Increased access to education and equitable distribution of educational opportunity are decisive in facilitating social cohesion and mobility, and in promoting economic productivity.

Development objectives

17. The programme in this area will aim at strengthening action at the country level progressively in order to achieve equal access to education and equal educational opportunities at the basic level of education.

18. Special emphasis will be given to certain disadvantaged groups which suffer severely from educational deprivation, namely, girls and women, population in rural areas and in depressed urban areas, tribal and nomadic groups, minorities, and the physically and mentally handicapped.

Immediate objectives

19. a) To promote policies and affirmative attitudes of the policy makers, academic community and society concerned with extending educational opportunities for children and young people, notably:
    i) girls and women;
    ii) out-of-school children and youth;
    iii) disadvantaged and deprived groups; and
    iv) mentally and physically handicapped groups;

    b) To facilitate the development of new structures (both formal and non-formal as complementary), contents, methods, instructional materials and institutional organizations, to meet the learning needs of children and young people without access to educational opportunities, or those who are educationally disadvantaged, and the disabled;

    c) To promote the mobilization of community resources and participation for providing educational opportunities to the disadvantaged and the disabled groups;

    d) To facilitate innovations in decentralized planning and management, and to establish built-in systems of monitoring and evaluation for promoting equality of educational opportunities;

    e) To contribute to the strengthening of the professional services,including continuous education for teachers and other related personnel, necessary for the equalization of educational opportunities;

    f) To promote education for better health and nutrition as an integral part of the educational process;

    g) To promote the application of educational technology and facilitate the introduction of innovative methods for the development of low-cost instructional aids, teaching/learning devices including traditional arts and crafts, self-instructional packages and mass media for universalization of education;

    h) To promote co-operative research and exchange of information, ideas and experiences for the qualitative improvement of education in order to enhance learning effectiveness.

Programme Area II: Education for Promotion of Scientific and Technological Competence and Creativity

During the past two decades, the participating Member States have been involved in innovation in science education with a view to providing science education to all the students throughout the primary and secondary stages of

school education as well as enlarging the base of scientific literacy among the out-of-school youth and adults.

Science and technology are crucial elements in national development. In order to promote development, a critical factor is the number of competent and creative scientists and technologists that a country is able to produce, as well as the development of a broad base of science and technology education.

The building of scientific understandings, attitudes and skills among the general population is therefore regarded as a major national thrust in the development of science and technology. At the same time, there is a growing realization that scientific and technological competence and talent should be fostered as a matter of high educational priority, and this process should begin from the earliest stage of education. Equally important is the generation of a climate supportive of scientific and technological creativity.

Development objectives

20. The main aim of the programme in this area will be to further strengthen the development of scientific attitudes, understandings and skills among populations both in and out-of-school, raising the scientific and technological competence and creativity, and exploration of significant problems.

21. Special attention will be given to the development of 'open competence',[1/] nurturing of the talent, and creating a climate supportive of scientific and technological creativity through fostering awareness and public understanding of science and technology and their implications.

Immediate objectives

22. a) To promote inter-country exchange of experiences and materials related to innovations in curricula, methods, evaluation, organizations and instructional materials for development of scientific and technological competence and creativity;

b) To facilitate inter-country exchange of experiences in the formulation, implementation and evaluation of programmes dealing with pre-service, in-service and continuing education of science and technology teachers and other educational personnel concerned;

c) To promote inter-country exchange of experiences and co-operation in the design, development and use of self-learning and distance learning materials for teachers, supervisors and students;

d) To strenthen national initiative and efforts for the identification of scientific talents and development of programmes for their nurturing, particularly by providing opportunities for interaction between gifted students and eminent scientists;

1/ refers to empowering concepts and skills which are flexible and applicable to a wide variety of situations rather than a limited scope.

e) To strengthen and stimulate national institutions and groups to develop programmes for recognition and further development of scientific and technological talent among the youth and working population, particularly in deprived areas, through both formal and non-formal programmes;

f) To further strengthen national capabilities through exchange of experiences and co-operative efforts, in the designing, development, production and evaluation of science equipment and its maintenance and repair and production of audio-visual teaching aids with focus on low-cost ones;

g) To promote the development of facilities and activities for public understanding of and support for science and its applications particularly with regard to conservation of resources, protection of the environment, use of renewable forms of energy, and the impact of science on human life;

h) To co-operatively explore new approaches and methods in disseminating scientific and technological information on discoveries and innovations, and the involvement of scientific institutions and eminent scientists for this purpose;

i) To encourage studies and co-operative research and promote exchange of information relating to curriculum, learning and the development of open competence.

Programme Area III: Education and Work

The problem of providing strong linkages between education and work or learning and work has been one of the major concerns of the member countries participating in APEID activities. In the general education programmes in most of the countries, work education has been included in the curriculum in the form of skills development and/or as a general orientation to the world of work. Various approaches have been adopted in the countries in this regard: skills training in particular subjects and elective specialized courses in the general education or introduction to work through participation in community development projects, and introducing special programmes based on the principle 'Earn while learning'.

Linkages between education and work are more specifically being promoted through increasing expansion and development of a variety of vocational and technical education programmes leading to acquisition of employable skills grouped according to occupations. These programmes are being carried out by educational institutions (general secondary schools, and specialized technical and vocational schools), industrial, commercial or community organizations in the rural and urban sectors, or by various combinations of each of these. All these organizations make use of full-time or part-time training, training through sandwich courses, job release, on-the-job training and various other combinations of formal and non-formal approaches.

Development objectives

23. The programme in this area will aim at:

a) Strengthening and supporting national efforts to provide work education as an essential part of general education to orient young people to the world of work. This will include promoting the development of positive attitudes towards work, and utilizing work-related experiences for development of manipulative and associated intellectual skills (thereby providing a base for socio-economic development);

b) Strengthening national initiatives in the development of skills and knowledge related to specific occupations by making technical and vocational education more relevant to the changing structure of modern science and technology, with a view to helping individuals to adjust successfully to continually changing patterns of employment and economic development in each country.

Immediate objectives

24. a) To stimulate the continuous expansion of knowledge for linking education to the world of work, and to develop in the youth proper attitudes, understanding and skills required for work in the modern and traditional sectors, including the use of community facilities and expertise as learning resources;

b) To promote studies and exchange of experiences relating to the provision of and responsibilities for vocational and technical education by various types of institutional arrangements such as secondary schools, specialized vocational and technical institutions, programmes by industrial/commercial enterprises, and the community in the rural and urban areas;

c) To promote the exchange of experiences and co-operative activities, including training, for the development of materials for vocational and technical components entering schools as part of the vocationalization of secondary education;

d) To promote the exchange of experiences and information related to the evaluation and certification schemes used in the participating countries at various levels of training in order to facilitate educational and occupational mobility;

e) To promote co-operation in the development of curricula, including core curricula, general education components; specialized subjects; and related practical experiences and their assessment; teaching methods; modular and other types of instructional materials for vocational and technical education;

f) To promote exchange of inter-country experiences and co-operative training programmes in the formulation, implementation and evaluation of pre-service and in-service training programmes for vocational and technical teachers and related personnel;

g) To enhance the relevance of existing science and mathematics subjects to the needs of various technical and vocational education programmes, and to encourage development of new courses;

h) To promote the establishment of systems and facilities for the study of trends and future occupational requirements and related skills for preparing profiles of personnel and formulation of policies and strategies for their training and retraining;

i) To promote the development and utilization of practical experiences, laboratory and workshop facilities and educational technology for enhancing the effectiveness of vocational and technical education programmes.

Programme Area IV: Education and Rural Development

The vast majority of the people in most of the developing countries of Asia and the Pacific live in the rural areas, and the rural sector is in general the most disadvantaged sector in the region. Consequently, development of the rural population is a major concern of the national development programmes of a number of the countries participating in APEID. Rural development aims at improving not only the economic conditions of the rural population, but also the social and cultural, such as developing rural participation and leadership, harmonizing the various segments of the rural society, improving work ethics and method and organization of work. Most of the participating countries have undertaken planned and comprehensive approaches in rural development. Some of the notable features of these approaches are decentralization of decision-making and administration; more equitable sharing of resources; co-ordination of the efforts of different agencies concerned with rural development; utilization and further development of local and indigenous capabilities and resources; and community participation. In the total process of rural development, education plays an important and indispensable role - as a force as well as a mechanism to achieve inter-sectoral collaboration, to make the people aware of the need for development, and to prepare them to face the challenges of development endeavours.

Development objectives

25. The programme in this area will aim at increasing the awareness of and commitment to the crucial importance of the rural sector for national integration and development, linking educational programmes and methods to the needs of the people, thereby enhancing the contribution of education in inter-sectoral programmes and programmes of other development sectors.

Immediate objectives

26. a) To facilitate the continuation of the identification of issues, problems and growth points relating to education and rural development;

b) To promote the development of programmes for the orientation of policy makers, planners, staff of development agencies and key administrators to the crucial importance of education in rural development and the diverse measures adopted in various other countries;

c) To promote the development of programmes for the effective involvement of teachers, teacher educators, field staff and their supervisors, and other educational personnel and personnel of other agencies and the local community in rural development;

d) To encourage the development of learning programmes for urban and rural in-school and out-of-school children, youth and adults for developing appreciation and understanding of the role of rural development in national development;

e) To raise the capability of institutions in rural areas and of adult education programmes to upgrade and re-orient education for rural development in relation to values and attitudes, vocational/occupational skills, health, hygiene, sanitation and nutrition through both formal and non-formal approaches;

f) To promote exchanges and co-operation in the development of instructional materials, methods of teaching, supervision, management and evaluation;

g) To promote research, policy studies and exchange of information, ideas and experiences within and between countries on alternative structures, organizations and methods for linking formal and non-formal education, and collaborative approaches with emphasis on community participation.

Programme Area V: Education and Urban Development

With the accelerated pace of industrialization, the growth of urban population has been stimulated. In terms of the absolute numbers moving from the countryside into urban areas, the Asian region is the biggest urbanizing area in the world. It is estimated that by the end of the century Asia will have 15 cities with population more than 10 million each, and almost 40-45 per cent of the total population will be in urban centres. There are also examples of large urban developments without significant industrialization but associated with the movement towards a cash economy.

There are problems of living and working in the rapidly changing urban environment, e.g., new work skills and working to time schedules; handling pollution and waste disposal; living in confinement; coping with traffic; personal isolation; difficulty in finding a place in a community; break-up of the extended family; break-down of traditions. Some of these problems are more acute for the rural migrants.

On the positive side, the urban environment has many advantages for the improvement of the standards of living, improving skills, prospects and progress in one's field of work. Urban concentrations have also helped to promote a more effective use of a variety of mass media, availability of and access to health/welfare facilities, opportunities for cultural and leisure pursuits.

Development objectives

27. The programme in this area will aim at promoting an awareness of the dimensions and immediacy of the problems of urban living and their implications

for education, encouraging initiatives in search of new structures, methods and approaches for providing the skills, knowledge and attitudes needed to live in an urban situation.

Immediate objectives

28. a) To facilitate the identification and research of issues, problems and growth points relating to urbanization leading to the development of awareness of the magnitude and challenges of urban living;

b) To promote the co-operative development of educational structures, materials and programmes to improve the quality of urban living;

c) To support the harnessing of existing community resources to play a positive role in the development and implementation of relevant educational programmes and to launch appropriate training schemes.

Programme Area VI: Educational Technology with Stress on Mass Media and Low-cost Instructional Materials

To cope with the problem of lack of resources to meet the educational needs implied in national development plans, more and more countries are turning to educational technology with stress on the use of mass media and innovations directed to the development of instructional materials (including textbooks and reading materials) of high quality at reasonable cost. For the variety of needs of the countries of the region, educational technology offers two major approaches: one based on simple technology utilizing locally available resources, and the other on more advanced technologies.

While creative improvisation and maximum cost-effectiveness remain major considerations in this area, the use of more sophisticated media is also envisaged to facilitate the successful utilization of the latest developments in educational technology.

Development objectives

29. The programmes in this area will aim at the development of infrastructures for educational technology, particularly to cope with the problems of lack of resources and trained manpower to meet the educational needs implied in national development plans and to increase the effectiveness of educational programmes.

Immediate objectives

30. a) To promote and encourage the development of systems and structures for the planning, production, utilization, management and evaluation of suitable educational materials, programmes and equipment particularly:

i) teaching/learning materials (including multi-media learning packages), using locally available resources and expertise;
ii) textbooks and other printed materials;
iii) distance learning systems using correspondence, learning groups, broadcasting and other techniques;

b) To promote and encourage the development of resource centres at the local level;

c) To promote and encourage the use of educational technology among teachers and other educational personnel.

Programme Area VII: Professional Support Services and Training of Educational Personnel

Education systems in the region have undergone enormous changes in the recent past, and even more fundamental reorientation is being planned for the future. In this context, professional support services and education and training of educational personnel are urgently needed, for example, the teacher training institutions, the curriculum development centres, the educational technology services including resource centres of different types, and the educational planning and management centres. Capabilities need to be generated also in interdisciplinary research and evaluation, planning and programming of education in relation to other sectors and in the context of desired futures and emerging technology of mass communication and education. Links need to be established between education and other sectors, so that their facilities and expertise are available for professional growth of educational personnel in terms of new competencies such as management of innovation, rural development, productive skills and improvement of health and nutrition.

The national education systems need to have effective infrastructure for developing, mobilizing and expanding their human resources.

Development objectives

31. The programme in this area will aim at strengthening structures, organizations, and methods for preparing and up-dating staff competencies to meet changing needs related to educational innovation for development and provide professional support based on research and evaluation. This will involve the development of skills, attitudes and strategies responsive to the varying needs of different target groups, future orientations of society, and national aspirations.

Immediate objectives

32. a) To promote professional competence of teachers and other educational personnel,[1] to meet existing and emerging needs of society, through the development of:

i) institutional facilities and services;
ii) new skills and attitudes through personnel profiles with special emphasis on professional support services;
iii) programmes of training and continuing education; and
vi) suitable conditions and climate to facilitate innovations;

1/ Including those non-educators whose professional work impinges on education.

b) To promote co-operation within and between groups of educators, non-teaching personnel and other professionals in related fields of development in order to share, exchange and mutually assist with ideas, knowledge and experiences through national and inter-institutional initiatives;

c) To promote studies and exchanges concerning policies of staff recruitment and development with special reference to the problems of attracting and detaining competent teachers and other educational personnel.

Programme Area VIII: Co-operative Studies, Reflection and Research Related to Educational Development and Future Orientations

A number of participating countries are expanding their facilities and programmes of applied research and evaluation, and have stressed that should emphasize this aspect. At the same time, concern has also been expressed about the validity of some of the well-known national evaluation studies that have been undertaken.

Furthermore, it has also been suggested that APEID should promote reflections on research and evaluation and on some other important concerns relevant to educational innovation for development.

Development objectives

33. The programme in this area will aim at promoting co-operative studies, research and reflections on educational innovation and reform in relation to alternative futures; on the validity and relevance of evaluative studies, research paradigms and methodologies; on the emerging concerns about the inter-relationship of education and development;1/ and on strengthening of infrastructures for research, development, evaluation and information.

Immediate objectives

34. a) To promote studies and reflections as well as exchange of experiences on the studies of alternative futures and in that context the development of educational objectives, structures, content, methods and materials;

b) To promote reflections on identification of problems and limitations of research paradigms, concepts and methodologies in the context of applied research in and evaluation of studies of education systems, programmes, institutions and student performance;

c) To promote studies, reflections and exchange on emerging issues and problems in education in relation to development;

d) To promote studies and reflections on learning with reference to socio-cultural heritage in different societies and new technological development;

1/ For the definition of the term 'development', refer to page 30 of this document.

e) To promote the development of information systems and techniques (including the use of computer) for research, innovation, project formulation and evaluation;

f) To promote reflections and studies on systems and facilities for developing research policies, co-ordinating research activities, disseminating and utilizing of its outcomes, and initiating studies on improving the infrastructures;

g) To facilitate the development of inter-institutional co-operative programmes within and between countries in research and evaluation.

E. Activities of APEID

35. The following principles of action will continue to guide the organization of activities for the realization of the spirit and goals of the Programme:

a) The sharing and exchange of experiences through co-operative endeavour among the Member States based on their respective expertise and resources available;

b) The planning and organization of activities and programmes co-operatively by the Member States, appreciating that they are in the best position to know about their needs and problems, and to decide on the solutions;

c) The planning and implementation of educational programmes in accordance with the areas of concern as reflected in the national development plans of the Member States, bearing in mind that the Member States are themselves at different stages of development;

d) The flexibility for the Member States to be selective in their participation in the APEID programme, bearing in mind the importance of:

i) Relevance to the Member States;
ii) Follow-up action involving extensive community participation and local leadership; and
iii) multiplier effect;

e) The continuous evaluation of each activity and project through regular feedback from the participating Member States and provision of professional support services during the implementation stage;

f) Continuous expansion of the knowledge base for design, implementation and evaluation of projects through support for experimental and developmental research;

g) Linking of national initiatives with the regional co-operative actions, and promoting national activities in the context of regional activities;

h) Resource personnel needed for specific activities to be drawn as far as possible from the Member States;

i) The promotion of bilateral or sub-regional co-operation and collaboration among the Member States which have similar problems and needs;

j) An interdisciplinary approach and bridging of gaps among the development sectors involved in similar educational aspects of development; and

k) Special consideration to be given to the needs of the least developed countries.

Categories of activities

36. The programme activities will be based on the following categories of activities:

a) Inter-project and inter-country study visits for on-the-spot study of selected innovative projects and sharing and critical assessment of experiences of innovation;

b) Mobile training teams for in-country training workshops for meeting specific training needs of the countries;

c) Attachments for training of staff of Associated Centres at projects at another Associated Centre; and participation as resource persons of the staff of one Associated Centre at training courses, workshops, or project design, or evaluation exercises organized by another Associated Centre;

d) High-level personnel project studies and seminars to reflect on common problems and issues, and develop co-operative action;

e) Technical working groups for joint planning and exploration of problems leading to training courses and other activities; and study groups for analysis of current situation, for evaluation of a completed series of activities, for development of instructional and resource materials, and for preparing handbooks or designs for implementing activities;

f) Training courses and workshops for development of specific skills;

g) Field operational seminars, i.e., visits by teams of project staff from different countries, followed by seminars;

h) Joint innovative projects to generate knowledge base and tools for design, monitoring and evaluation for promoting research-based innovations;

i) Exchange and dissemination of information and materials (e.g. newsletter; Associated Centres' directory; Associated Centres' training needs and facilities; inventories and annotated lists of innovative projects);

j) Studies and publications (e.g. studies of policies of institutions and training methodologies; handbooks; design and implementation of education change; guides on production, use, repairs and renewal of instructional materials); and

k) Professional papers.

37. The Regional Consultation Meeting gave special emphasis to the following two considerations in organizing the programme activities in the Work Plan:

a) The different modes of operation should, as much as possible, be used in suitable combinations rather than singly; and

b) Each cluster of activities constituting a programme action should be clearly articulated, with proper provision for built-in evaluation as well as for monitoring.

38. In developing the Work Plan for the third cycle, the Regional Consultation Meeting took note of the following recommendations of the countries:

a) Attachments/internships: These should be considerably increased and more systematically planned and used for inter-country exchange, particularly in developing professional support services.

b) Resource persons from Associated Centres: The participation of resource persons on request from one Associated Centre in the activities and on-going programmes in Associated Centres in another country, should be expanded. The resource persons drawn from the Associated Centres will help in the training courses, workshops, design teams, evaluation exercises organized by another Associated Centre. Such movement of resource persons among the participating countries should be greatly facilitated in the third cycle. The resource persons from the Associated Centres would be helpful to ACEID also or a host Associated Centre in the planning or conduct of a regional activity.

c) Inter-country exchange of instructional and other materials: Many countries in the region are engaged in large projects for development of instructional materials and programmes, teaching aids, etc. Much greater emphasis should be given in the third cycle to promoting inter-country exchange of such materials.

d) Seminars and workshops: Seminars and workshops should be planned mainly as a part of a total activity, with provision for suitable follow-up. Experience has shown that the most useful seminars and workshops are those which are precisely focused on a specific clear-cut theme. Special emphasis must be given to follow-up services to a seminar or workshop, in the form of professional support services. If this is well-organized, it maximizes the output from the activity.

e) Joint innovative projects: These need to be expanded and organized systematically.

F. Institutional framework

39. The institutional framework which was established at the beginning of the first cycle of APEID has been periodically reviewed and assessed.

40. A detailed review was made by the Seventh Regional Consultation Meeting (June 1981), taking into account the comments and suggestions made by the participating countries and Associated Centres in their self-evaluation reports.

41. The institutional framework has four main components: The Associated Centres (ACs); National Development Groups (NDGs); Regional Consultation Meetings (RCMs); and the Asian Centre of Educational Innovation for Development (ACEID).

Associated Centres (ACs)

42. The Associated Centres are institutions of a Member State or an inter-governmental body of Member States which are associated with APEID at the instance of the concerned governments. At the early stages, these were mostly individual institutions which have gained a measure of competence in innovation and produced a body of shareable experiences. They joined the Programme to contribute to and benefit from the exchanges of insights, skills and expertise promoted under the Programme. Increasingly, the Associated Centres have assumed the role of co-ordinating other national projects in the area which is the responsibility of the Associated Centres, and thereby promoting exchanges between them and similar centres outside the country. Also, the countries are now offering groups of similar institutions (e.g. of agricultural research and development, or vocational and technical institutions) for association.

43. The Programme has encouraged extensive and continuous contacts with innovative centres, many of them outside the education field such as agriculture, health and nutrition, social welfare, mass media, industrial and manpower planning, science and technology, ecology, urban planning, and information services.

The APEID-related functions of the Associated Centres include:

a) Sharing of innovative experiences generated in a centre with other centres in the network directly and through ACEID;

b) Organizing a national, sub-regional or regional APEID activity such as training courses, seminars, development of instructional materials, and review of experiences;

c) Participating in the design, conduct, evaluation and follow-up of inter-country/inter-project visits and studies;

d) Participating in the exchange of personnel with other centres either through internship under which a staff member of one AC learns on-the-job by working on a project of another centre, or a staff member of a centre acts as a resource person at another centre, helping organize training activities or advising on a new or existing project;

e) Facilitating the dissemination and exchange of information on educational innovations related to development; and

f) Co-operating with other centres in projects of mutual and common interest.

44. Based on the suggestions received from the countries, the Regional Consultation Meeting made the following recommendations for strengthening the role of the Associated Centres in the co-operative network:

a) There should be meetings among the Associated Centres before and after every RCM in each country in order to ensure co-operative planning and implementation.

b) The Associated Centres of a country may meet at least once a year to plan together national-level activities and enlist the participation of one or two research and development institutions of other sectors.

c) The Associated Centres within a country should seek mechanisms by which they can continuously share resources and experiences.

d) Associated Centre staff development should receive particular attention, especially with reference to the new emphases of APEID.

e) The Associated Centres should play a more active part in hosting of regional activities.

f) The Associated Centres should enlist the participation of key institutions of other development sectors like planning, agriculture or health. The Meeting also suggested that the criteria for association of centres should be reviewed at a future Regional Consultation Meeting.

National Development Groups for Educational Innovation (NDGs)

45. National Development Groups for Educational Innovation (NDGs) are constituted by the concerned participating member countries which also define their functions, or an existing body is designated to carry out the functions of the NDG. The NDGs have emerged as the kingpins of the Programme and, through the Regional Consultation Meeting, have been responsible for ensuring that APEID remains responsive to the emerging developmental concerns of the participating countries.

46. The further extension of National Development Groups to provincial/state level, local and institutional levels - a trend begun late in the first cycle of APEID, and to be encouraged under APEID during the third cycle - would increase further the participation of nationals at different levels in the project.

47. Some of the functions performed by the NDGs are:

a) To promote better understanding and knowledge about educational innovations and to identify and stimulate innovative processes in the country;

b) To provide a forum for educational innovators in the country to meet and exchange their experiences and maintain close contact with the Associated Centres in the country;

c) To promote co-ordination and interchange among the Associated Centres in the country as well as other innovative institutions including policy planning or research development mechanisms in the country;

d) To facilitate inter-country exchange of innovative experiences and to co-operate with ACEID in furthering the objectives of APEID;

e) To oversee the follow-up of APEID activities; and

f) To devise mechanisms for supporting evaluation studies of innovative programmes and institutions.

48. In the light of the suggestions received from the countries regarding the roles and functions of NDGs, the Regional Consultation Meeting made the following recommendations which are expected to be implemented during the third cycle:

a) The NDGs should seek alternatives for maintaining quality control in the selection of participants to the meetings and for the attachment programmes, for example, setting up of a screening committee, and provision for guidelines and criteria for selection;

b) Regarding linkages with agencies outside the education systems, the NDGs should try out various forms of co-operative endeavours, for example, participation in specific projects;

c) The NDGs should encourage, support and strengthen frequent exchanges and contacts among the Associated Centres, and promote joint programmes within the country;

d) The NDGs should further promote exchanges of information among the Associated Centres in different countries;

e) The NDGs should initiate meeting among the Associated Centre before and after every RCM in each country in order to ensure that ACs have the opportunity to make suggestions on the agenda of RCM and are later briefed about the outcome of RCMs;

f) The activities of the NDGs may be supported in suitable cases (i) by limited financial contribution from ACEID for selected activities; and (ii) by NDGs raising their own funds;

g) The NDGs should update information on the Associated Centres' personnel, activities, location, etc.

Asian Centre of Educational Innovation for Development (ACEID)

49. ACEID, which is an integral part of the Unesco Regional Office for Education in Asia and the Pacific, functions as an interdisciplinary task force with the special function of facilitating inter-country co-operative action, serving as a catalytic agent for stimulating innovations in the countries, identifying gaps and growth points in national efforts, and developing information materials and promoting exchange of educational media resources.

50. The following activities and roles are performed by ACEID:

a) Providing technical supporting services in the planning and organization of regional and national-level activities, identified under various programme areas;

b) Co-ordinating and supporting activities in respect of the evaluation and planning for follow-up phase of inter-country activities;

c) Co-operating with the participating countries in the development and operation of joint innovative projects;

d) Undertaking and initiating in-depth studies to develop literature on the identified themes relevant to the Asian scene;

e) Collecting, developing and disseminating information on innovative programmes, including activities of APEID, National Development Groups (NDGs) and Associated Centres, and providing a network of information and material exchange;

f) Facilitating and promoting exchange of persons among the Member States and in the APEID network;

g) Organizing periodic review of and consultation on APEID in general and of the Work Plan in particular;

h) Collaborating with the National Development Groups in identifying centres of innovation and developing their areas of co-operation with other centres in the network;

i) Providing technical support to NDGs and national centres of innovation in participating countries in organization of activities, including training activities, within the framework of the APEID network; and

j) Collaborating with other international as well as regional organizations which have similar aims in the promotion of educational innovations for development.

51. Taking into account the recommendations of the countries on the subject, the Regional Consultation Meeting suggested that ACEID capabilities be developed through the creation of positions for professional support within the context of programme areas for the third cycle.

Regional Consultation Meetings (RCMs)

52. Regional Consultation Meetings (RCMs) were held annually from 1974 to 1979; they are now held once in two years, alternating with the Advisory Committee on Regional Co-operation in Education in Asia and the Pacific. The RCM performs a key role in reviewing and evaluating performance, establishing new activities and setting priorities, and establishing guidelines for further co-operative action.

53. The Seventh Regional Consultation Meeting strongly reiterated the suggestion that regional consultation meetings be held in different member countries by turn. It also recommended that at least one participant of a member country to be nominated to attend the RCM be well acquainted with APEID to ensure continuity of the Programme.

G. Special considerations

54. Since its inception, APEID has operated on the principle of technical co-operation among the participating countries whose relationship is based on reciprocity and equality. Such co-operation is directed to contributing to strengthening national capacities, with each participating country both giving and

receiving to promote mutual learning. This is achieved by pooling for mutual benefit the resources and expertise of the national institutions and programmes which are brought together in a co-operative network arrangement, through which they are able to exchange experiences, ideas and insights generated by their efforts to achieve their own development goals. International co-operation is linked to these national initiatives, acting as a facilitator and catalyst.

55. An important consideration in APEID is to promote access to educational opportunities and facilities to the disadvantaged sections of the population. In this regard, special emphasis is given to the educational needs of girls and women, and their active involvement and participation in the development process. The special needs of other disadvantaged population groups (e.g., rural population, population in remote areas, nomadic and tribal groups) will also receive particular attention in APEID. Provision in this regard is shown in the Work Plan.

56. Another group of special needs is represented by the least developed countries in Asia and the Pacific. Attention will be given to them in APEID within the framework of the technical co-operation network.

57. In the conception and implementation of APEID, a guiding consideration arises from the adoption of an interdisciplinary approach, bridging the gaps among development sectors which in their isolation are all too often a constraint on innovative capacities.

58. Underlying the above special consideration is a major task of APEID in the third cycle, namely, the expansion of the impact at the grassroots level of innovative attitudes, methods and insights on as wide a basis as possible.

H. Development support communication

59. Assistance will be provided in the project to National Development Groups/ Associated Centres, at their request, to develop communication support to the projects, notably those concerned with expansion of educational opportunities to the deprived sections of the population. In the development of professional support services, special attention will be given to development support communication elements in order to promote participation at all levels in educational innovations related to national development.

PART III

GROUP DISCUSSIONS AND REPORTS
ON
PROGRAMME AREAS

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GROUP DISCUSSIONS AND REPORTS ON PROGRAMME AREAS

1. The Meeting divided itself into five groups to prepare work plans for the eight programme areas, as follows:

Group A : Programme Area I - Universalization of education: Access to education at first level by both formal and non-formal means

Group B : Programme Area II - Education for promotion of scientific and technological competence and creativity

and

Programme Area III - Education and work

Group C : Programme Area IV - Education and rural development

and

Programme Area V - Education and urban development

Group D : Programme Area VI - Educational technology with stress on mass media and low-cost instructional materials

and

Programme Area VII - Professional support services and training of educational personnel

Group E : Programme Area VIII - Co-operative studies, reflection and research related to educational development and future orientations

2. The following pages of this chapter are introductory to the detailed work plan developed for each programme area, which appear as a separate volume entitled "Work Plan of APEID for the Third Programming Cycle, 1982-1986".

3. In reviewing the report of the Groups, the plenary took into account the three principles which were laid down earlier by the Meeting, namely:

a) The Programme should represent well-defined and high priority needs as identified by the countries;
b) The principle of concentration of effort and the need to avoid duplication with other programmes;
c) The principle of ensuring continuity from the second cycle while introducing new elements in relation to the emerging situations.

4. The Meeting emphasized that the Work Plan would remain under continual review particularly by the Regional Consultation Meeting.

Note: In the group reports that follow, there are references to 'objectives' of each programme area. These objectives appeared earlier in Part II of this report (pp. 34-41)

Report of Group A

Universalization of education: Access to education at first level by both formal and non-formal means

5. The Group was composed of the following:

Chairman	:	Mr. Safdar Hussain Kazmi	(Pakistan)
Members	:	Mr. Abdul Wadood Wafamal	(Afghanistan)
		Mr. Su Lin	(China)
		Mr. Ji Xiaolin	(China)
		Mr. T.N. Chaturvedi	(India)
		Mr. Am Pathammavong	(Lao P.D.R.)
		Dr. Mohandev Bhattarai	(Nepal)
		Dr. Minda C. Sutaria	(Philippines)
		Mr. H.Y. Abeje	(UNICEF)
		Dr. Thamrong Buasri	(ACEID)
		Mr. A. Chiba	(ROEAP)
		Mr. Raja Roy Singh	(ADG/ROEAP)

6. Dr. Mohandev Bhattarai acted as Rapporteur, and Dr. Thamrong Buasri as Secretary of the Group. The Group had five sessions.

7. Before starting on the work plan, the Group carefully examined the formulation of immediate objectives and also reviewed APEID's activities relating to universalization of education in the second cycle. A review of the main activities undertaken during the second cycle is contained in the annual report of APEID from which an extract relating to universalization of education is excerpted as Appendix to Group A report. These activities were focused on inter-country exchange of experiences and information, and a beginning was also made in training programmes. The activities of the second cycle have created a good foundation for the work which needs to be undertaken in the third cycle.

8. The Group showed concern for articulating the activities in the second cycle with those of the third cycle in order to produce greater impact. The Group noted that in terms of the immediate objectives, the programme area covered all children and young people who have not been reached by educational provision; the focal points, however, were on population groups for which the problem of non-attendance was particularly severe.

9. The Group then considered the first objective and agreed that, for better clarification, some modifications were needed. The modified objective should read as follows:

> "To promote policies and affirmative attitudes in the policy makers, academic community and society concerned with extending educational opportunities for children and young people, notably:
>
> a) girls and women;
> b) out-of-school children and youth;
> c) disadvantaged and deprived groups; and
> d) mentally and physically handicapped groups".

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10. There was common agreement that universalization of education referred not only to increasing access to educational opportunities, but also to improving the quality of education of those already embraced by the system. In other words, universalization of education would therefore be concerned with two aspects, namely, quality and quantity.

11. In developing the suggestions for the work plan, the Group gave special attention to the principle of concentration. Instead of developing one project for each objective, it suggested seven projects, each addressed to one or more objectives. One of these projects suggests three joint innovative projects addressed to the attainment of the objectives for the Programme. The seven projects are entitled as follows:

Project 1 - Promoting policies and affirmative attitudes

Project 2 - Education of handicapped children

Project 3 - Facilitating the development of new structures including institutional arrangements both formal and non-formal and mobilization of community resources

Project 4 - Meeting the learning needs of children and young people without access to educational opportunities, or those who are educationally disadvantaged and the disabled, focusing on planning, management, monitoring and evaluation and promoting application of innovative methods

Project 5 - Strengthening professional services for equalization of educational opportunities

Project 6 - Promoting better health and nutrition through education

Project 7 - Joint innovative projects.

12. The Group considered that in the universalization of education, both formal and non-formal modes of education, including non-formal education of pre-school children, should continue to be strongly stressed, as was done in the second cycle.

13. Building on the activities of the second cycle, the Group considered that in the third cycle, priority should be given to development of attitudes, skills and understanding (training programmes); studies and expansion of knowledge base; and continued emphasis on sharing of experiences. It stressed that the work plan should aim at involving people at the grassroots level, and personnel from other development sectors.

14. The Group realized that in a programme of optimizing universalization of education, it was important to consider the education of the parents because children spend more time at home than in school. Parents' education is particularly important for illiterate parents.

15. The Group also indicated linkages with other development activities wherever practicable. Stress was given to built-in evaluation by target groups to provide more systematic basis for evaluation.

16. In the achievement of the objectives of the Programme, it was stressed that the development support communication would need to be given more emphasis at the national level, harnessing mass media and involving all sectors of society.

17. In the formulation of activities for the purpose of conducting or compiling studies, it was emphasized that a principle to be followed would be to use and build on what was already existing so that new studies would be formulated only for the research gaps that were identified.

18. In the allocation of responsibilities for undertaking activities, it was agreed that a greater number of activities be sited in the Member States/Associated Centres than centrally at the regional level.

19. The details of each project appear in "Work Plan of APEID for the Third Programming Cycle, 1982-1986".

Appendix to Group A report

Report of activities in the second cycle

a) Universalization of education: Access to education at first level by both formal and non-formal means

i) Designing and development of alternative structures

20. In 1978, non-formal education specialists from 11 countries reviewed projects embodying alternative structures in education linking formal and non-formal education, for accelerating universalization of education, and prepared proposals for renewal of the projects in their charge. This renewal involved, in some cases, modifications in the design of the project under way, and in others, planning for the next phase of the project. The report of the meeting has been published and disseminated.

21. Towards the same end, during 1979, studies on linking formal and non-formal education were contracted out to national scholars of four participating countries. Also continuing is the inventorying of projects emphasizing linking of formal and non-formal education and illustrating new structures developed in the Member States.

ii) Curricula and training of teachers and other personnel

22. Experiences of 14 projects (e.g. micro-teaching with and without expensive gadgets, modular and semi-modular instructional materials, and a miscellany of programmes combining a number of techniques) were synthesized by participants from 11 countries. They explored likely problems and strategies. The report has been published. A companion volume inventorying such projects has also been published.

23. Training methodologies based on locally available resources: Innovators from nine countries reviewed needs, problems and growth points in their countries. The outcomes will be fed into a joint innovative project on meeting the needs of disadvantaged groups; and also used by the Member States in improving their on-going programmes.

24. One activity during 1980 focused on training methodologies for multiple classes and disadvantaged groups; and the other on evaluation of in-service primary teacher education programmes as a joint innovative project.

25. In respect of under-privileged groups, two objectives have been pursued: one, the reducing of the cost of education in monetary terms and making better use of the local resources; and developing teaching-learning methods more suitable for multiple class teaching; and the second, surveying the needs of disadvantaged groups, researches on teaching and of methodologies and preparing guidelines for changing the methodology and content of teacher education to make them more suited to under-privileged groups of the population. The outcomes are: (i) the review of experience of community resource-based teaching methodologies; and guidelines for exchange of experiences and further development and extension of new approaches; (ii) documentation of the innovative programmes and the innovative centres in APEID countries for dealing with either multiple class teaching or specific needs of different categories of the population; (iii) review of the existing situation and problems confronted in respect of each specific need of different categories of the population; and (iv) guidelines for developing national capabilities to deal with them. The objectives in each case encompass both to extend education and to make it more relevant to each specified group.

26. Detailed designs of the activities to be undertaken under three joint innovative projects were established by the research teams through the following activities: (a) Design and Development Meeting on Joint Innovative Project on Meeting the Needs of Young People Without Schooling or With Incomplete Schooling, Bangkok, 14-23 July 1980; (b) Initial Planning Meeting on the Study on In-service Primary Teacher Education, Philippines, 26 August-4 September 1980; and (c) Planning Meeting on Joint Innovative Project on Integrating Subject Areas in Primary Education Curriculum, Republic of Korea, 3-8 November 1980. The research teams of the countries participating in these projects are currently engaged in the next phase of the project in the light of the guidelines developed at the above meetings attended by two or three members, including the leaders, of the national research teams.

iii) Instructional materials and technologies

27. A series of regional activities have been organized for promoting the development of low-cost educational materials with emphasis on the use of local resources for improving learning situations in the classroom.

28. Several national workshops have also been organized for training a corps of people in developing low-cost educational materials, development of educational technology programmes in relation to non-formal education and development of distance learning materials and script-writing for educational broadcasting programmes.

29. An inventory of low-cost materials has been printed and disseminated.

30. Guidelines for production, utilization and evaluation of educational broadcasting programmes were developed by a regional meeting.

31. A regional workshop provided opportunities to specialists from seven countries to study correspondence education in Australia during 1978.

32. The various activities planned for 1980 and 1981 will focus on three major aspects: (i) extension of impact to the grassroots level in respect of the development of low-cost educational materials; and (ii) initiation of a series of national and sub-regional workshops for co-operative exploration of problems and issues and development of exemplar materials for training in the production, utilization and evaluation of educational broadcasting; and (iii) holding a regional promotional meeting on printed materials, particularly textbooks.

Selected publications:

Linking formal and non-formal education, 1979

New techniques for preparing educational personnel, 1979

Strategies for development and use of instructional materials, 1979

Meeting the educational needs of young people: Design of a joint innovative project, 1980

Preparing educational personnel: Training methodologies based on locally available learning resources; report, 1980.

b) Education for Better Health and Nutrition

Curriculum development and teacher preparation

33. In all curriculum activities, and most of science education workshops, health and nutrition has been covered as one of the goals of reorientated basic education.

34. The first activity, exclusively devoted to the theme, was a technical working group meeting held in New Delhi, India from 15 to 24 September 1980, attended by 12 participants from 9 countries, namely, Afghanistan, Bangladesh, India, Indonesia, Malaysia, Nepal, Philippines, Sri Lanka and Thailand. Four resource persons, one each from India, Philippines, Sri Lanka and Thailand and two observers, one each from Republic of Korea and India, also participated in the meeting.

35. In their deliberations, the participants developed guidelines for health education with particular reference to curriculum, instructional materials and roles of functionaries and their training. The report has been published.

36. As a follow-up on the Meeting, Afghanistan and the Philippines have agreed, through exchanges of letters, to organize national workshops in two phases. Phase one would be a one-month preparatory activity in which a group of six to eight key persons in the area of health and nutrition, would generate ideas, plans and materials. Phase two of the workshop would bring together a larger group of about 15-20 participants consisting of teachers, principals, supervisors, administrators and those who are already engaged in health and nutrition at that particular level and type of education. This phase should be devoted to in-depth study of ideas, plans and materials, with a view to their appraisal and further refinement and for formulating a plan for trying out and making use of the materials in educational institutions and/or in non-formal education programmes.

Science education

37. At a regional workshop on the review of biology education in Asia held in the Philippines in August 1980, one of the special concerns was the appreciation of biology to health and nutrition.

Management and planning

38. In the Seminar on Rural Development Planning convened in Bangkok from 8 to 16 December 1980, one of the concerns was the improvement of health and nutrition of rural people. Several papers on current development, a complete account of health and nutrition activities of a country and an inter-faculty project of a university, were analysed in-depth.

Information materials

39. Write-ups on a community health project of a university and several self-learning modules have been prepared, printed and disseminated during 1979-80.

40. An overall synthesis of the outcomes of previous APEID activities, papers prepared under contract on the subject, and other writings on developments in this respect in the region, has been prepared and is being reviewed, for possible revision, and dissemination.

41. Some of the materials now being edited are:

Medicine from plants	- A unit for teacher educators
Management of domestic waste	- A learning unit for elementary school teachers
Relating health and sanitation to science teaching, using local situations/problems	- In-service teacher education materials

Selected APEID publications

42.

Good-Bye Waste	- A self-learning instructional module for primary schools (1979)
The Comprehensive Community Health Programme - its role in training for rural development	- A Philippine experience on designing instructional materials for general education and teacher training - a portfolio of experiences in Asia and Oceania (1980)

Report of Group B

Education for promotion of scientific and technological competence and creativity; and education and work

43. The Group was composed of the following:

Chairman	:	Dr. Shigeo Tajima	(Japan)
Members	:	Mr. Gordon Tasker	(Australia)
		Dr. R. Ibrahim	(Indonesia)
		Dr. M. Husain Qazi	(Pakistan)
		Dr. Nguyen Minh Duong	(S.R. Viet Nam)
		Ms. Nguyen Bich Chau	(S.R. Viet Nam)
		Mr. Sterling Perera	(Sri Lanka)
		Dr. Pisarn Soydhurum	(Thailand)
		Dr. M.C. Pant	(ACEID)
		Mr. C.T. Crellin	(ROEAP)
		Mr. A. Dyankov	(ACEID)

44. Dr. M. Husain Qazi acted as Rapporteur, and Dr. M.C. Pant and Mr. A Dyankov as Secretaries of the Group.

45. The Group was assigned to develop the work plan for the following two programme areas: (i) Education for promotion of scientific and technology competence and creativity; and (ii) Education and work. The Group met in six sessions.

46. Following the general guidelines established by the Regional Consultation Meeting, the Group started its work by first examining the various suggestions offered by the participating countries in respect of these two areas. This exercise helped the Group to list the various concerns of the participating Member States and the type of experiences that would be available for sharing in the network during the third-cycle period. The Group then reviewed APEID's activities in these areas during its second-cycle operation and the outcomes of these activities, including the various reports and the recommendations made therein. This exercise was undertaken to ensure that a continuity from the second cycle is maintained in the work plan that the Group may propose for the third cycle, and to base the third-cycle activities on the achievements made during the second cycle.

47. Following the above two exercises, the Group carefully examined the formulation of the immediate objectives as developed by the Task Force and the modifications proposed by the Regional Consultation Meeting.

48. The Group agreed that the objectives for these two programme areas as formulated fully covered all the expressed concerns of the participating Member States and do not need any change of a substantive nature. However, in the area of education and work, the Group made modifications of an editorial nature.

49. The Group also made recommendations on the question of qualifications of the participants and evaluation of participation in the activities. The recommendations are reproduced in the Appendix to Group B report.

Programme Area II - Education for promotion of scientific and technological competence and creativity

50. All the nine objectives under this area were fully endorsed. Under objective 1, the scope was extended to include evaluation.

51. In order to achieve the above objectives, the Group identified the following six projects:

Project 1 - Encouraging innovations in designing and development of curricula, methods, evaluation and organizations for development of scientific and technological competence and creativity;

Project 2 - Promoting pre-service, in-service and continuing education of science and technology teachers and other educational personnel;

Project 3 - Training in design and development of instructional materials, including self-learning and distance learning materials;

Project 4 - Joint innovative studies and co-operative efforts, including training for the design, development, evaluation, maintenance, repair and effective use of equipment for science education;

Project 5 - Promotion and strengthening the development of facilities for identification and nurturing of scientific and technological talent among the young people in and out of school and adult working population;

Project 6 - Promoting public understanding of science, its applications and implications.

52. The activities proposed under Project 5 will take care of the concerns included under objectives (e) and (f). Similarly activities under Project 6 have been proposed to take care of the concerns of objectives (g) and (h). So far as objective (i) is concerned, the Group was of the view that no separate project as such is needed for this purpose, and the concern of objective (i) should be fully reflected in all the other projects suggested by the Group.

53. In the detailed work plan, the Group has also indicated the linkages between activities proposed under various projects in this programme area as well as the linkages of some of the activities of this programme area with the concerns of other programme areas.

Programme Area III - Education and work

54. After careful examination of the ten objectives proposed in the Task Force report for this programme area, the Group was of the opinion that the objective relating to promoting exchange of information and making use of community expertise as a learning resource may be deleted. In view of the deletion, the Group expanded the scope of the first immediate objective to include the use of community facilities and expertise as learning resources for linking education to the world of work. Certain editorial changes were also proposed in objective (c), (e), and (i). In order to attain these nine objectives, the Group proposed the following 8 projects for the work plan of this area:

Towards the Third Cycle of APEID

Project 1 - Stimulating efforts for linking education to the world of work

Project 2 - Promoting establishment of systems and facilities for studies on trends and future occupation requirements and related skills

Project 3 - Promoting studies and exchange of experiences leading to the optimum utilization of diverse institutional arrangements for providing vocational and technical education

Project 4 - Encouraging the development of instructional materials for vocational and technical components of secondary education

Project 5 - Promoting studies and exchange of experiences on evaluation and certification of systems used in vocational and technical education

Project 6 - Strengthening national efforts for development of curriculum including instructional materials and physical facilities for vocational and technical education

Project 7 - Promoting pre-service and in-service training programmes for teachers and related personnel in vocational and technical education

Project 8 - Enhancing the relevance of science and mathematics curricula for vocational and technical education

55. The details of each project appear in "Work Plan of APEID for the Third Programming Cycle, 1982-1986".

Appendix to Group B report

Notes on participation and evaluation

Participation

56. On the question of qualifications of the participants, the Group was of the opinion that it is neither possible nor desirable at this stage to indicate for each individual activity the qualifications of the participants, particularly in terms of the academic degrees, professional qualifications and experience. It recommended that such detailed profile of the participants should be worked out by ACEID on the basis of specific objectives that may be set for that activity and its expected outcomes,and this should be clearly reflected in the invitation letter when nominations are requested from participating countries. In order to develop such profiles, the Group suggested the following major criteria for determining the participants' qualifications:

a) The participant must be a staff member of an Associated Centre or an agency/agencies involved with an Associated Centre in a particular related project;

b) He/she must have extensive experience and appropriate academic qualifications in the concerned subject area

c) He/she should be critically placed so as to ensure a multiplier effect

on his return after participation in an activity. His/her continued association for a reasonable time with the innovative project should be foreseen while making the nomination;

d) So far as attachments and other training activities are concerned, the nominees should be those who are actually and actively engaged in various development tasks for which the attachment is being sought or training programme is being organized;

e) Participation of classroom teachers should receive special consideration.

Evaluation

57. The Group deliberated on the question of evaluation and agreed to propose that the following general recommendations may be considered for application to each activity and project:

a) For participants at seminars and workshops:

i) Evaluation should be done by each participant at the end of each activity;

ii) Guidelines, formats and specimen evaluation instruments should be prepared by ACEID for use by the National Development Groups and the Associated Centres, some of which may include follow-up components;

iii) The self-evaluation report should be copied to the respective Associated Centre, the National Development Group, and ACEID;

b) For activities undertaken by the Associated Centres:

i) Evaluation should be done at the end of each phase of activity by the Associated Centre;

ii) Guidelines, formats, specimen evaluation instruments should be prepared by ACEID;

iii) Evaluation reports are to be copied to the National Development Group and ACEID;

c) For programmes: (to be done by the National Development Groups with the help of the Associated Centres):

i) Evaluation should be frequent, and at least once in 18 months, preferably before each Regional Consultation Meeting;

ii) Reports are to be copied to ACEID.

Report of Group C

Education and rural development and Education and urban development

Members

Chairman	:	Mr. J.E. Smith	(New Zealand)
Members	:	Mr. William L. Streat	(Australia)
		Dr. Shib K. Mitra	(India)
		Mr. Khamtanh Chanthala	(Lao P.D.R.)
		Mr. Mohamed Latheef	(Maldives)
		Dr. Prem Kumar Kasaju	(Nepal)
		Prof. Nguyen Duc Minh	(S.R. Viet Nam)
		Mr. Ang Gee Bah	(SEAMES)
		Dr. T. N. Upraity	(ROEAP)
		Dr. Ansar Ali Khan	(ROEAP)
		Mr. Khoo Eng Choon	(ACEID)

58. Mr. T.N. Chaturvedi (India) joined the Group from time to time. Mr. K. Regupathy (SEAMES) replaced Mr. Ang Gee Bah on Monday, 8 June. Mr. Mohamed Latheef acted as Rapporteur and Mr. Khoo Eng Choon as Secretary of the Group.

59. Discussion began with a detailed examination of the development objectives and immediate objectives as approved at the plenary sessions.

Education and rural development

60. An examination of the development objectives brought some confusion regarding the words "aim at promoting awareness....". It was felt that more definition of this statement was required, and, accordingly, the development objectives were amended as follows:

> "The programme in this area will aim at increasing the awareness of and commitment to the crucial importance of the rural sector for national integration and development, linking educational programmes and methods to the needs of the people, and thereby enhancing the contribution of education in inter-sectoral programmes and programmes of other development sectors."

61. When examining the immediate objectives related to this programme area, the Group felt that there was a need during the third cycle to undertake a closer examination of the programmes linking education with rural development in order that better results can be achieved.

62. Accordingly, a new objective was included that sought to continue the identification of the issues, problems and growth points involved in education and rural development. It was felt that this re-thinking of the basic issues was necessary throughout the region to give a more substantive basis to the programme of the cycle.

63. The next three objectives, on examination, were seen as being mutually related as they were all concerned with the development of appreciation of the importance of rural development in national development. While programmes to do this could be related to planners and policy-makers on the one hand, programmes for workers in the field should more properly be directed towards involvement rather than orientation. As regards the recipients of the learning programmes, it was felt that the role rather than the importance of rural development in national development should be emphasized. Accordingly, three immediate objectives were amended to reflect the Group's thinking, while three other objectives were retained as suggested by the plenary.

Work plan

64. In terms of the foregoing, the Group recommended seven projects and a number of activities under each, with a view to achieving the stated objectives.

65. For that reason, the first project is aimed at continuing the identification of issues, problems and growth points. That there are only two activities suggested for this project should not be taken as any diminution of emphasis but rather as the necessary re-establishment of guidelines following a careful study of what the various Member States had accomplished in the previous cycles.

66. The activities for the other six projects are very much related to those of the first project, and the basic considerations in this programme area, in the Group's view, were:

a) An awareness of the consequences of inaction;
b) The directions in which development should proceed;
c) The purposes as well as the quality of the programmes;
d) The limiting factors in each community;
e) Consideration of equity between rural and urban, male and female;
f) The need to encourage productivity.

67. In view of the above, the Group felt that most of the activities should commence early in the third cycle with flexibility in the timing of the activities.

Education and urban development

68. The Group adopted the same procedure in considering the second programme area.

69. The development objectives were scrutinized by the Group and amended slightly. The revised version of the objectives is as follows:

> "The programme in this area will aim at promoting an awareness of the dimensions and immediacy of the problems of urban living and their implications for education; encouraging initiatives in search of new structures, methods and approaches for providing the skills, knowledge and attitudes needed to live in an urban situation."

70. As this is the first time this topic has appeared in the work plan of APEID, the Group saw the need to ensure that the immediate objectives of the activities establish a sound basis for future development.

Towards the Third Cycle of APEID

71. The four objectives approved by the plenary were considered by the Group which agreed to amalgamate the first two.

Work plan

72. The Group identified three projects, under each of which are proposed a set of activities. Because this is a new programme area proposed for the third cycle, the Group recommended that most of the activities be scheduled to commence early in the cycle, subject to flexibility in timing of implementation.

73. In summary, the Group proposed the following seven projects for one programme area and three projects for the other.

Edecation and rural development

Project 1 - Issues, problems and growth points

Project 2 - Orientation programmes for policy makers and planners

Project 3 - Development of programme for the involvement of teachers and related personnel

Project 4 - Development of learning programmes for children, youth and adults

Project 5 - Enhancement of institutional capabilities

Project 6 - Exchange of information and materials to facilitate co-operation

Project 7 - Research and policy studies into linkages between formal and non-formal education and community participation

Education and urban development

Project 1 - Issues, problems and growth points in education and urban development

Project 2 - Co-operative development of structures, materials and programmes

Project 3 - Harnessing community resources

74. Under each project, certain activities were also suggested, the details of which appear in "Work Plan of APEID for the Third Programming Cycle, 1982-1986."

Report of Group D

Educational technology with stress on mass media and low-cost instructional materials and professional support services and training of eudcational personnel

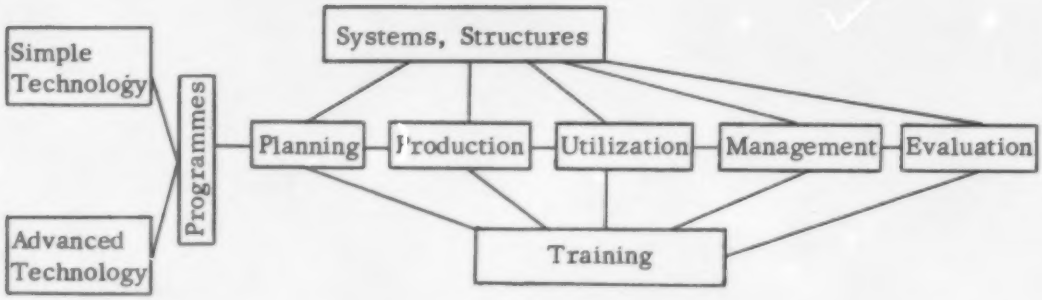
75. The Group was composed of the following:

Chairman	:	Datuk Abdul Aziz bin Ismail	(Malaysia)
Members	:	Mr. Li Qin	(China)
		Mr. Li Fayou	(China)
		Mr. Yoshiyuki Nishizawa	(Japan)
		Mr. Goh Keat Seng	(Malaysia)
		Prof. Donald Bewley	(New Zealand)
		Miss Napa Bhongbhibhat	(Thailand)
		Mr. Uvais Ahmed	(AIBD)
		Mr. E. Brunswic	(Unesco, Paris)
		Dr. H.K. Paik	(ACEID)
		Dr. R.C. Sharma	(ROEAP)

76. Mr. Goh Keat Seng acted as Rapporteur and Dr. H.K. Paik as Secretary.

77. In order to maintain its emphasis in both its areas on infrastructural development, the Group spent much of its time on reconceptualizing, in its own terms, the objectives conveyed to it from the Task Force.

78. In Programme Area dealing with educational technology, the Group developed a model that, in its opinion, would effectively reflect the concern of the Task Force for the institution of systems and structures for the effective utilization of simple as well as advanced technology. The model is given below:



79. Based on the model, the immediate objectives set out by the Task Force were regrouped into three main objectives. In this regrouping, the development of educational materials, programmes and equipment were seen in the context of the main infrastructure.

80. The Group took into consideration the concern expressed by some members of the Task Force about the development of textbooks that are both renewable and durable. The Group felt that adequate attention would be given to this problem in the wider context of the first immediate objective in this programme area.

81. In Programme Area dealing with professional support services, the objectives developed by the Task Force were regrouped to focus on three main areas of concern, namely, systems and structures to promote (a) professional competence of teachers and other educational personnel; (b) co-operation between educators and other professionals;and (c) exchanges concerning policies of staff recruitment and development.

82. The projects proposed by the Group reflect its concern not only that systems and structures be developed,but that appropriate attitudes be encouraged. Careful scrutiny was made of the suggestions received from the countries to ensure that the main concerns of the Member States were not ignored. The Group also tried to avoid duplication of projects and activities already undertaken during the second cycle.

83. In the development of projects, the Group attempted to set out proposed activities in concise but clear language in the manner of the exemplar format given in the guidelines. Where necessary, amplification of various terms used in the work plan were given as footnotes.

84. The following projects were proposed:

Programme Area VI (Educational technology)

Project 1 - Development of systems and structures for teaching-learning materials, including textbooks.

Project 2 - Development of distance learning systems and structures.

Project 3 - Local resource centres.

Project 4 - Promotion of the effective use of educational technology.

Programme Area VII (Professional support services)

Project 1 - Systems, structures and services for raising professional competencies.

Project 2 - Content, materials and programmes for initial and continuing training.

Project 3 - Co-operation among educators and other professionals in related fields of development.

Project 4 - Recruitment and career development of education personnel.

85. The Group recognized that all its projects would have important linkages with all five development areas and relevant infrastructure areas.

86. The details of each project appear in "Work Plan of APEID for the Third Programming Cycle, 1982-1986."

Report of Group E

Co-operative studies, reflections and research related to educational development and future orientations

87. The Group was composed of the following:

Chairman	:	Mr. Mohamed Waheed Hassan	(Maldives)
Members	:	Mr. Sayed Nejatullah Hussaini	(Afghanistan)
		Dr. Boediono	(Indonesia)
		Mr. Shigeo Miyamoto	(Japan)
		Mr. Alias Abdul Karim	(Malaysia)
		Dr. Lourdes Sumagaysay	(Philippines)
		Dr. Don Hee Lee	(Rep. of Korea)
		Dr. Abdul Latif	(ACEID)
		Mr. Tun Lwin	(ROEAP)
		Dr. Maria LaoSunthara/Mr. E. Djaka	(ROEAP)
		Miss Charatsri Vajrabhaya	(ACEID)
		Mr. S. Horie	(ACEID)

88. Dr. Lourdes Sumagaysay acted as Rapporteur, and Miss Charatsri Vajrabhaya and Mr. Horie acted as Secretaries.

89. The following also attended some of the group sessions:

Mr. Eric de Silva	(Sri Lanka)
Dr. Shib K. Mitra	(India)
Mrs. Suad K. Ismail	(UNEDBAS)
Mr. E. Brunswic	(Unesco, Paris)
Mr. A.O. Ogunniyi	(NEIDA)
Mr. A. Isaksson	(CODIESEE)
Mr. Leton F. Thomas	(CARNEID)
Mr. J.B. Chandler	(IBE)

90. This programme area is a new one under APEID, to be initiated in the third cycle.

91. Before starting the discussion, the Group invited Dr. Shib K. Mitra to present the paper which has been incorporated in a working document entitled "Some thoughts on the emphases of APEID in the third cycle." His paper dealt with experimental and developmental research including evaluation.

92. The group members then gave brief statements on the types of research institutions and research activities in their respective countries. As a result, it was noted that in some (but very few) countries, some research work has been or is being undertaken to look into the future directions of education. However, the work seems to be related mainly to long-term educational planning rather than futuristic concept of society towards which education must be geared, or seeking new concepts and styles of learning so as to ensure that education will be responsive to the future trends in national development. The Group therefore developed a project on "Alternative futures and education".

Towards the Third Cycle of APEID

93. One project envisages reflections and studies on the assumptions, paradigms, concepts and methodologies of research and evaluation, and to sensitize and train personnel in the Member States in respect of these dimensions. Four papers included in the working document referred to above make a powerful plea in this respect: one paper deals with invalidity and misleading conclusions of national evaluation studies; another calls attention to the need for more extensive training of research personnel, than is generally recognized; the third deals with the researchers' frustrations in promoting use of research findings in traditional subjects' teaching; and the fourth on management of innovation indicates needs to be served by different types of research and by different instruments at different phases of innovation.

94. Above all, the concern considered in this project is the lack of creativity in research attributable largely to uncritical acceptance of paradigms and use of inappropriate research and evaluation designs and statistical analyses.

95. The Group took note of the concern expressed by several participants that efforts must be made to study the inter-relationship between education, culture, and technological advancement, so that appropriate balance and harmony between these elements are maintained. This concern will be translated into operational terms in the project on "inter-relationship between education, culture, technology and development".

96. Two other projects are concerned with the infrastructures for research and evaluation and for promoting utilization of research findings. It will be necessary to distinguish these infrastructures which promote capacity for undertaking research, development and information, from the actual use of these facilities proposed in other programme areas.

97. The Group prepared detailed activities for the following 5 projects:

Project 1 - Alternative futures and education

Project 2 - Reflections and studies on the state of art in research and evaluation

Project 3 - Inter-relationship between education, culture, technology and development

Project 4 - Strengthening of national capabilities in information systems and techniques with reference to research and project development

Project 5 - Infrastructure for research and development

98. The details of each project appear in "Work Plan of APEID for the Third Programming Cycle, 1982-1986".

ANNEXES

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ANNEX I

AGENDA

1. Inaugural session
2. Election of Officers of the Meeting
3. Consideration of the Provisional Schedule of Work
4. Evaluation of the second-cycle operation of APEID
5. Suggestions on the general scope and design of the third programming cycle of APEID (1982-1986)
6. Group discussions and drafting of the Work Plan of APEID for the third programming cycle
7. Consideration and adoption of the draft report and Work Plan of APEID for the third cycle
8. Closing of the Meeting

ANNEX II

ADDRESSES AT THE INAUGURAL SESSION

Statement of Welcome by Mr. Raja Roy Singh
Assistant Director-General, Unesco Regional Office
for Education in Asia and the Pacific

Your Excellency, Minister of Education, Government of Thailand,
Your Excellencies,
Distinguished Participants,
Ladies and Gentlemen,

It is a pleasure as it is a privilege for me to extend to you, on behalf of the Unesco Regional Office and on my own behalf, a most cordial welcome to the Seventh Regional Consultation Meeting on Programming and Evaluation of the Asian Programme of Educational Innovation for Development. I am grateful to the participants and their Governments for responding to our invitation. Your presence here is an expression of the continued interest and support of the Member States to the Programme. I am also grateful to the representatives and observers from the U.N. and other Organizations and in welcoming them would like to urge that they feel free to take full part in the debates and deliberations of the Meeting.

The Asian Programme of Educational Innovation for Development (APEID) is a joint activity of the Member States participating in it, designed, executed and supervised by them. The Consultation Meeting is one of the key mechanisms through which the Asian Programme engages their participation at every stage, from the design of the Programme to its evaluation. The Programme itself brings together in a co-operative network the many institutions and organizations of the Member States, thus creating a unique pool of educational experiences, insights and skills on which the participating Member States draw and to which each contributes. The present Meeting is the seventh in the series of Consultation Meetings, and is being held at an important juncture in the evolution of the Programme. It will undertake an evaluative review of the second-cycle operation of APEID which will be completed in December 1981, and to prepare the plan for the third cycle covering 1982-1986. I have no doubt that our present Meeting will sow the seeds for new initiatives and developments in regional co-operation. We all look forward to your deliberations in the next few days with hope and expectations.

I would like to avail of this opportunity to express, on behalf of Unesco and, if I may, on behalf of the Consultation Meeting, our grateful thanks to the United Nations Development Programme for the support it has provided to the Programme in a spirit of partnership in development, to the Royal Government of Thailand

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for the host facilities provided to us, and the Thailand National Commission for Unesco for the many courtesies and considerations extended, and to the Government of Japan for its support, contribution and co-operation to the Programme since its very inception.

Your Excellency, on behalf of Unesco, its Regional Office, and the Asian Centre of Educational Innovation for Development, and on my personal behalf, we are grateful to you for responding to our request to inaugurate this Meeting, despite the heavy calls on your time by duties of state. Your pressence with us this morning is an earnest expression of your interest in the work and programme of Unesco, and its efforts to contribute to the development of education in Asia and the Pacific. May I now request Your Excellency to inaugurate the Meeting.

Inaugural address by H.E. Dr. Sippanondha Ketudat
Minister of Education, Government of Thailand

Mr. Assistant Director-General of Unesco,
Distinguished Participants and Observers,
Ladies and Gentlemen,

It is a great pleasure and honour for me to be here with you this morning at the Seventh Regional Consultation Meeting of APEID.

First of all, I wish to thank Mr. Raja Roy Singh, the Unesco Assistant Director-General for Asia and the Pacific, for his kind invitation to me, and for the many background documents he has sent me on the programme and development of APEID. In fact, I have been following the progress of APEID all along with keen interest, as it is one of the most important regional programmes in which the Thailand National Commission for Unesco, of which I am the chairman, has been actively participating. APEID, after almost two cycles of development, seems to have distinguished itself as a fine model for technical co-operation among developing countries in Asia. Its success, if I may venture to say, lies in the continued and growing interest and support of the Member States in the Programme, the fact testified to, not only by the active co-operation which the various associated national institutions have been rendering APEID, but also by the presence today of all the eminent educators representing the member countries at this important APEID Meeting.

On behalf of the Royal Thai Government, and on my behalf, I would like to extend a warm welcome to Thailand to all the distinguished participants.

As an educationist who has been very much involved in educational planning and administration, I can sincerely appreciate the importance and necessity of regional consultation meetings for the evaluation and planning of the Programme, such as the one you are convening. It is necessary, after a certain period of operation, to have an evaluative and systematic review of the activities, to see how far the aims and objectives as stated have actually been achieved in practice, and to consider the usefulness and the impact of the programme participation at the national and regional levels. In the evaluation process, it is also imperative to look into the effectiveness of the existing institutional mechanism and methods of

work, and to see whether any improvements could be made to enhance the Programme's progress in the future.

I am happy to note also that at this Consultation Meeting, you will discuss the general scope and design of the third programming cycle of APEID which is to cover the period 1982-1986. In so doing, the work and evaluation of the projects and activities in the second cycle should be made use of in order to ensure continuity. Moreover, APEID programmes in the future should be more flexible so as to enable Associated Centres to make adjustments or revisions according to their national needs, thus allowing them greater chance for programme participation and for deriving fuller benefit therefrom.

May I also stress that, in a co-operative programme such as APEID in which two cycles of activities have already been completed, participating members should not lose sight of the basic principle and commitment of APEID, that is, APEID is to stimulate and encourage educational innovations linked to the problems of national development in the Asia and Pacific region. All APEID plans and programmes should therefore correspond, supplement and complement the national development plans of the Member States.

Distinguished participants, Ladies and Gentlemen, it will indeed be very difficult to ascertain to what extent the national capability for educational innovation, and for development, has been strengthened by the member countries' participation in the APEID programme. However, in joining efforts under APEID, and in working together, it is hoped that the experiences gained from regional technical co-operation will help to stimulate local initiatives and innovative projects and programmes in the member countries which will lead to the relevant and desirable changes in education, and pave the way for the improvement of the quality of life of the people in our respective countries.

May I, on this note, declare the meeting open, and offer my very best wishes for success in your deliberations.

Thank you.

Statement of Dr. Roy D. Morey
Deputy Regional Representative, UNDP (Thailand)

Mr. Chairman,
Excellency Dr. Sippanonda Ketudat,
Minister of Education, Royal Thai Government,
Distinguished Delegates and Participants,

First of all I wish to convey Mr. Winston R. Prattley's (Regional Representative) regret for his inability to participate at this function this morning due to prior commitments elsewhere. He has, however, requested me to assure you that he attaches great importance to this consultation and that he intends to participate in person at the consideration of Agenda Item 3 covering the evaluative review of APEID when it comes up for discussion tomorrow morning.

I wish to say that on behalf of UNDP it is an honour and privilege for me to participate at the inauguration session of APEID's Seventh Regional Consultation Meeting. I am all the more pleased because this is the second time I have represented UNDP at the Consultation Meeting, having participated at the Sixth Meeting in Bangalore, India, in 1979.

UNDP is pleased to be associated with the Asian Programme of Educational Innovation for Development and will continue to assist its activities into the third cycle of UNDP assistance. The modalities for such involvement have already been discussed between Unesco and UNDP. I believe that distinguished delegates are aware of the outcome of the Intergovernmental Meeting of Development Assistance Co-ordinators in Asia and the Pacific which considered the UNDP Inter-Country Programme for 1982-1986 at New Delhi, India, last February. I am aware of the fact that the framework of APEID's future operations, including anticipated UNDP's support among other sources of financial assistance, is going to be a subject of discussion by this meeting at some stage.

Reiterating what I stated at the Bangalore meeting in 1979, I wish to say that UNDP continues to view APEID as a concrete example of TCDC in action. We have observed with satisfaction APEID's built-in mechanism designed to provide opportunities to the participating countries of the Asia and Pacific region for sharing experiences and co-operative actions through activities which are jointly designed, executed, supervised and evaluated by themselves. APEID's catalytic role is certainly in consonance with UN development efforts globally, and the additional fact that the number of participating countries is increasing, with the recent joining of the People's Republic of China during the second cycle of the APEID project, is an indication that the project is well on course.

I do not wish to turn this session into a mutual admiration occasion, but we have had a happy experience so far. However, as we approach the end of APEID's second cycle, we need to take careful stock of our operations to enable us to launch into the third cycle in an appropriate manner. It is UNDP's hope that this meeting will make an objective review of the project's performance during the second cycle in the light of its objectives, institutional mechanism, modes of operation, products and results, before making recommendations for the future. Without attempting a perfectionist's approach, perhaps we can all dedicate ourselves to ensuring that the impact of APEID's activities will be felt at the targeted users' levels, that is, at the middle and grassroots levels. Indeed, we have received encouraging indications of achievements from the Associated Centres and National Development Groups in the participating countries that APEID has performed well in responding to the present and emerging needs of the member countries. However, as long as we still feel there is a need for continuing the work of APEID, there is justification for circumspection as we proceed.

Once again, Mr. Chairman, allow me to extend our sincere appreciation for the opportunity to participate at this inaugural session. I wish you all success in your deliberations.

Thank you.

ANNEX III

LIST OF PARTICIPANTS

A. Participants

AFGHANISTAN

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Mr. W.R. Prattley
Regional Representative

Mr. Roy A. Morey
Deputy Regional Representative

Mr. Wilfredo Clemente
Regional Programme Officer

Mr. Nicholas R. Siwingwa
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D. Unesco

Unesco Regional Office for Education
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Mr. Raja Roy Singh
Assistant Director-General

Mr. A. Chiba
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Dr. A. Latif
Chief of ACEID

Dr. M.C. Pant
Specialist in Science Education
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Dr. H.K. Paik
Specialist in New Methods
in Teacher Education, ACEID

Dr. Thamrong Buasri
Curriculum Specialist, ACEID

Mr. A.I. Dyankov
Specialist in Instructional Materials
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Mr. Khoo Eng Choon
Specialist in Non-formal Education
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Miss Charatsri Vajrabhaya
Assistant Programme Specialist
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Mr. S. Horie
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Unesco Headquarters, Paris

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ANNEX IV

LIST OF TASK FORCE MEMBERS
(26-30 May 1981)

1. Mr. Gordon Tasker	(Australia)
2. Mr. Yoshiyuki Nishizawa	(Japan)
3. Dr. Prem Kumar Kasaju	(Nepal)
4. Dr. Minda C. Sutaria	(Philippines)
5. Dr. Don-Hee Lee	(Republic of Korea)
6. Mr. Sterling Perera	(Sri Lanka)

ANNEX V

Statement by Mr. Raja Roy Singh, Assistant Director-General
Unesco Regional Office for Education in Asia and the Pacific
at the First Plenary Session on 1 June 1981

Mr. Chairman,

I would like to thank you and the members of the Steering Committee - the five Vice-Chairmen and the Rapporteurs - for agreeing to assume the responsibilities of conducting the Meeting.

The purpose of the statement I am going to make is a practical one - to introduce you to some of the documents that have been prepared for this Meeting and to give you the background of the preparatory work which has been done for this Meeting.

By a happy coincidence, we are able to precisely mark the origin of this Programme - the Asian Programme of Educational Innovation for Development (APEID). I think in the morning, Professor Tajima said that it was eight years old. Now, as you know, in the Asian tradition, the original thing is always wrapped in ambiguity. We are never precise when a thing originated. It is only when a thing ends that we are precise. This is where it ends.

It so happens that exactly ten years ago, in June 1971, the idea of starting a new regional mechanism for co-operation in education in Asia was fully endorsed by the Ministers of Education of Asia at the Ministerial Conference held in Singapore. In fact that Conference took place almost on the same dates as our present Meeting. It was from 31 May to 7 June 1971. We could therefore say that APEID is celebrating its tenth anniversary to-day.

The idea of a regional co-operation mechanism was first mooted in 1970 when the Fifth Regional Conference of Asian National Commissions for Unesco, held in Teheran, requested the Director-General of Unesco to "review, with the help of Asian consultants, the emerging educational needs for the 1970s with a view to determining whether new patterns of collaboration are of interest to the Member States, and what benefits might be realized by such collaboration". In pursuance of this recommendation of the National Commissions, the Director-General formed a panel of consultants from the Asian countries, and that panel met in Chiang Mai in Thailand in February 1971, and came to the following conclusion:

> "The major thrust of Asian regional co-operation should be educational development and innovation directed towards relevance for social and

economic development and reform. The regional co-operation would be a means of pooling efforts, of sharing risks, and of comparing information on the effects of experimentation. Through this process, national authorities will be supported in taking the bolder steps which educational development needs."

The recommendation of the Chiang Mai Seminar, or the panel, clearly identified educational innovation for development as the inspiring thought for the whole Programme, and this has remained, all these ten years, that educational innovation for development is the guiding principle. The Chiang Mai Seminar also identified areas of priority concerns to the Member States. The common thread which ran through the programmes selected was that of 'educational innovation for development '. The highest importance was to be attached to the national institutions which had already acquired a considerable measure of strength, and to the mobilization of their capabilities for regional co-operation.

The Singapore Ministerial Conference recommended to Unesco to launch the Programme and a regional mechanism to support and intensify national efforts. The seventeenth session of Unesco's General Conference in 1972 accepted this recommendation, and authorized the Director-General to set up a resource base and nucleus for co-operative actions, now known as ACEID - the Asian Centre of Educational Innovation for Development.

The title of APEID itself is indicative of its approach. It is not a search for educational innovation per se, but for educational innovations linked to national development efforts. Educational innovation is a means, a method, even a way of looking at things, but the things that are looked at and that are looked for are more important. And that is what the founders of this Programme, I believe, meant when they referred to educational innovation for development - for national development.

The principal characteristics of this Programme, as they have developed through these years, are now well established. They have proved, may I venture to say, their validity. They have also opened up new opportunities. First of all, as was mentioned in the morning by a number of speakers, the Programme is jointly designed, executed, supervised and evaluated by the participating countries, and we do not tire of repeating this in order to remind ourselves that this is where the authority of the Programme lies - the participating Member States. Sometimes we may forget where authority lies, and therefore a certain amount of repetitions of this basic principle is probably not out of order. The other principle that seems to have evolved and established itself is that the relationship between the participating Member States is not one of 'donors' and 'beneficiaries', but is based on reciprocity, mutual learning and self-reliance. Everyone has something to receive and everyone has something to contribute. It is in this spirit of partnership that the Asian Programme has been exploring the co-operative efforts among countries - developed, developing and least developed countries - all of them are in a co-operative partnership. Each has something to contribute, and each has something to receive.

The focus of APEID is on building national capabilities for designing and introducing changes in the organization, structure, technology and the offerings

in the learning processes, the purposes of which are to improve these processes as instruments for the advancement of societies and for promoting individual fulfilment in accordance with the priorities that each Member State determines for itself.

APEID's objectives, priority concerns and directions are constantly reviewed by the participating Member States at regional consultation meetings, of which the present is the seventh in the series. By so doing, APEID should have the the flexibility to respond to the pressing issues and problems of the region.

APEID started with only eight countries and twelve Associated Centres. After ten years of operation, it now has twenty-one member countries and a hundred Associated Centres. This itself is an indicator of the growing interest the Member States are taking in the Programme and their increasing commitment to regional co-operation.

In the first cycle of APEID's operation, that is to say from 1974 to 1977, the emphasis of its programme activities was on innovations in the major aspects of education, such as new orientations and structures in education, management of educational innovation, curriculum development, educational technology, teacher training, and science education. In the second cycle covering the period 1978-1981, another dimension was added in the form of 'development themes'. These were: (a) integrated rural development; (b) development of productive skills; (c) universalization of education; (d) better health and nutrition; and (e) national unity and international understanding and co-operation. This stressed education's contribution towards development.

As you are all aware, one of the major tasks of the present Meeting is to evaluate the second-cycle operation of APEID. This is not the first time that a full evaluation has been undertaken. In 1977, the first-cycle operation of APEID was evaluated by the Member States. In addition, there have been periodic tripartite reviews undertaken by the Member States, UNDP and Unesco. These evaluations and reviews are significant in that they provide opportunities for the Programme to adjust its focus and emphasis to respond quickly and effectively to the emerging concerns and needs of the Member States.

The Programme is largely based on two types of activities. First, there are activities which are in the main carried out at the national level. Such specific activities are undertaken to enable a country to train personnel in a national workshop, or to send the staff of a centre on an attachment programme to work as a team member of staff of another centre. Second, there are activities which bring together educators from several countries to exchange their experiences and undertake co-operative actions and reflections in matters of common interest. The activities and the programme areas in which they occur were identified by the previous Consultation Meetings on the consideration that they should be focused on priorities, achieve concentration and avoid dispersion of effort and resources. I think these may be kept in view both in the evaluation of the second-cycle programme as well as preparing the third-cycle programme.

APEID is now in the last year of the second cycle; next year, 1982. will begin the third cycle of the Programme. The present Regional Consultation Meeting has therefore two very important tasks before it. First, it will review

and evaluate APEID's work during the past three and a half years; and then secondly, it will look to the future and determine the objectives of the Programme, scope and design, institutional framework, and priority problem areas together with the Work Plan for the next five years.

The preparations for this Consultation Meeting had been in accord with the basic principle of the widest participation of the countries in any activity that is carried out, and accordingly our consultations started in the Sixth Regional Consultation Meeting. The Sixth Regional Consultation Meeting recommended the establishment of the Study Group on the Planning and Programming of APEID's Third Cycle. The Study Group met at Bangkok in April 1980. Its report is available to you, giving the first approaches to the various aspects of programming for the third cycle.

This report was submitted to the Advisory Committee on Regional Co-operation in Asia and the Pacific. This is an Advisory Committee established under Unesco Statutes and is a permanent body which makes regular reviews of Unesco's work in Asia and the Pacific. The Study Group's report was examined by the Advisory Committee and was strongly supported. The report of the Advisory Committee is also among your papers. At the same time this Office requested each National Development Group and each Associated Centre to undertake self-evaluation and evaluation of APEID's second cycle, and make suggestions on what they would like APEID to do in the third cycle.

I do not know of any other regional programme which has emerged with so detailed consultations with the countries - not only formally at regional meetings, but individually with scholars and institutions. Now, the response from the National Development Groups and Associated Centres have been extremely encouraging. These detailed comments are available for you to refer to, but these have been summarized, and I can assure you that these have been summarized honestly in a document which is placed before you. The suggestions in the evaluations are very supportive and also constructively critical so that what we have here, if I may say so, is a very objective assessment of what all of us have been doing. At the same time, the National Development Groups have been asked to indicate what are the projects that they would have in their respective countries in which they could share their experiences with other countries in the region, and in their replies, 161 projects had been cited. These are also listed in the summary that is placed before you. All these responses are in the document 'Review of the Second Cycle of APEID (1978-1981).

The important criterion for evaluation is the approach to regional programming. In APEID, this emphasizes co-operative action among the Member States directed to a problem which they perceive to have in common. The important resource of such joint action is to be derived from the problem-solving experiences generated in the countries. This interaction will contribute to developing and strengthening the country's capacity to analyse its own problems and find its own solutions. The experiences thus generated in such analysis will again be available as a resource for further interactions. The role of an international organization is to facilitate such interactions, to strengthen the capabilities of national and regional agencies for analysis and invention, and to bring the unique contribution of objectivity to bear on the analysis and invention process.

The second task for you is to make your recommendations for the programme of APEID in the third cycle covering the period 1982-1986. A great deal of consultation with the Member States and Associated Centres has taken place and the results of these consultations are available to you for your consideration. There is first the Report of the Study Group which met in April 1980 and to which I referred earlier. This Report was submitted to the First Session of the Advisory Committee on Regional Co-operation in Education in Asia and the Pacific. We then consulted the National Development Groups and Associated Centres. Their suggestions and recommendations for the third cycle have been brought together in one document. In February this year UNDP convened at New Delhi an Intergovernmental Meeting of Development Assistance Co-ordinators in Asia and the Pacific which examined all the inter-country and regional programmes from the various development sectors proposed for the third programming cycle. APEID was one of the programmes so considered and was endorsed in principle by the Intergovernmental Meeting.

In considering the programme for the third cycle, we have to combine continuity with change - continuity of experiences and practices which have proved their validity; change so that the new problems arising and the new opportunities that open may be fully responded to. I believe that it is in this spirit of continuity and change that we should address ourselves to the third cycle of APEID.

In preparation for your Regional Consultation Meeting, some of the participants were invited by ACEID to come a few days in advance. I am most grateful to them for responding to this invitation and making themselves into a Task Force which has very carefully gone over this rather voluminous documentation, and prepared a report on the main elements of APEID as a programme in the third cycle. The final conclusions and decisions on the various issues raised by the Task Force and the recommendations made by it are, of course, those of your Meeting, but I would suggest that the Task Force Report and the sequence in which the Task Force has considered the various issues might be accepted as a basis of discussions in your Meeting. If this is so, your Meeting will have a two-fold task in so far as the third programming cycle is concerned. First it will have to make the final conclusions on the programme areas for APEID's work in the third cycle. Together with this, your Meeting will have to consider the institutional framework and the modes of operation. The second aspect of your task will be the preparation of detailed Work Plans for each of the programme areas. For this purpose, you would no doubt wish to break into four or five working parties; but the point that I would like to make is that your Meeting's deliberations and its specific findings of the two-fold task involved in the programming cycle of APEID will give us the precise elements of the programme document as the authoritative expression of your views.

I would like to draw your attention to another document entitled "Some thoughts on the emphases of the third cycle of APEID" which is a compilation of papers contributed by individual scholars and workers in our APEID network. The papers deal with some of the basic four issues that may arise for consideration in your Meeting. They are in three groups. One group concerns the development of professional support services. Papers were contributed by Mr. W. Streat, Director, Migrant and Multicultural Programmes, Schools Commission, Australia, and Dr. Minda C. Sutaria, Director, Bureau of Elementary

Education, Philippines. Another group is on experimental and developmental research including evaluation, in which papers are presented by Prof. R.S. Adams, Chairman of the New Zealand Council for Educational Research, Dr. S.K. Mitra, Director of the National Council of Educational Research and Training, India, Dr. Yung Dug Lee, Professor of Education, Department of Education, Seoul National University, Republic of Korea, and Tan Sri Dato Haji Murad bin Mohammed Noor, Director-General of Education, Malaysia.

The third group is on enhancing the relevance and contribution of education to the development sector, in which the papers are contributed by Dr. Chris Duke, Director, Centre for Continuing Education, Australian National University, Dr. D.F. Hernandez, Director, Science Education Centre, University of the Philippines, Dr. T.C. Jain, Assistant Director-General, Indian Council of Educational Research, India, and Dr. Udai Pareek, Indian Institute of Management, India.

I would like to draw your attention to these thought-provoking papers which underlie many of the issues to be considered in practical details for the formulation of the third cycle of APEID.

May I once again express to all of you our profoundest thanks for your support, co-operation and help. These, I know, are offered by each and everyone of you in the conviction that the education of our people in our respective countries is a high calling for all of us.

ANNEX VI

Statement by Mr. Winston R. Prattley
UNDP Regional Representative (Thailand)
on 2 June 1981

Mr. Chairman,

The fact that the distinguished delegates get together every year for this kind of consultation is indicative of the importance attached by the respective governments to this activity which is an excellent example of the concept of TCDC to which the project has given very tangible form. The UNDP commitment is clear. I would just like to emphasize, however, that we do all have to keep a very close track of the relevance and the effectiveness of our continuing involvement in this work, if we are to maintain the kind of support which has been forthcoming up to this point in time. The present international climate for development assistance and pledging for that purpose is not particularly encouraging. The pendulum for the moment tends to swing towards bilateral activity. We have our Governing Council assembling in New York this week and they are the people who really decide the level of resources likely to be available to us in the forthcoming five years or so. UNDP is in a very unusual situation since we endeavour to plan, as many Governments do, programmes which span a five-year period, both at the country and regional levels. On the other hand, however, our resources are not guaranteed for a five-year period. We have indicative planning figures which in effect represent a five-year budget, but we have no commitment on the part of individual Member States that the funds will be forthcoming. The pledges are made year by year, so UNDP has to make a projection and estimate of the probable level of funding.

The important thing we must bear in mind is our accountability to the donors and this,like pledging, is an annual responsibility. UNDP is aiming at a budget to something in the order of US$300 million for the five years, 1982-1986, for encouraging regional co-operation and development in the Asia and Pacific region. $2 million dollars have been especially earmarked notionally for this particular (APEID) activity. But this amount is notional. In order to have a reasonable guarantee of that, we have to indicate very clearly that we are making effective use of the allocations,and we have also to demonstrate that this is regarded as an activity which has priority concern in the eyes of the governments of this region.

The New Delhi Meeting of Government Co-ordinators represented a new and innovative approach on the part of UNDP. In New Delhi in February, it was the first time that UNDP has gone to the governments on a collective regional basis to say 'Is this really what you want and does the programme represent your priorities?" Fortunately, the APEID activity falls within that priority sphere and has been given in principle a further lease of life for a further five years. But accountability remains the key to this. There will be a review of the intercountry programme in 1983 involving the governments of the region, and there is

the annual pledging conference to which I referred to, which will decide the annual level of resources. So we must find the way of satisfying our various donors that we are in the priority business insofar as your respective governments are concerned. Secondly, we must provide clear evidence that the programme and project is achieving the objectives which have been established. I do not believe that this is a very difficult task,but I want to emphasize that the Administrator of UNDP, Mr. Morse, is held strictly and increasingly accountable by the donors and the Governing Council of UNDP, which is meeting in New York this week, who demand a demonstration that the activities are given relevant high priority by the participating Governments. We must find the way of reporting back on this concern effectively. Judging by the kind of documentation generated by this meeting and the regional project itself,I think this can be achieved.

As the principal Project Representative for this particular activity, on behalf of the Administrator, I too have to report back and assemble in the manner that can be digested by our Governing Council, the materials that are necessary to secure further support for this project. I presume it should not be too difficult to satisfy Unesco because you are committed to a course which very much pleases Unesco. Do not take it for granted that it will be just as easy in the case of UNDP which is concerned with the multi-facetted aspects of development and therefore may decide that energy or self-sufficiency in food production or the development of natural resources or water or primary health,for example, deserve equal concern. Fortunately, I think, this is the project which is centrally identified with these various objectives. Without education, you cannot effectively pursue these aspects of development;and from what I understand of the activity, it is certainly oriented towards raising the awareness of the poor and less priviledged inhabitants of the rural community.

It is a matter of encouragement to me that you are tackling these issues in such a professional way. We are delighted to observe that the evaluation is the main theme of this Meeting, whether or not UNDP wants to have a Tripartite Review, although this is an obligatory process from our point of view. The fact is that you are conducting the evaluation yourselves because you want to maintain the quality, direction, relevance and purpose of the APEID activity. Se we are talking very much the same language. It may be necessary for us to conform some of these evaluation procedures to the UNDP format, the type of thing that is required by the Governing Council of UNDP. I do not think that it will be too difficult,and my colleagues in our Regional Office will continue to work closely with Mr. Raja Roy Singh and Dr. Latif and his associates to that end. So, I want you to regard us as your collaborators and continued supporters,but to bear very much in mind that we have a direct accountability to our donors and that we must service that accountability in a responsible way if we are to ensure the continued flow of funds.

Thank you, Mr. Chairman, for the opportunity to express the kind of concern we in UNDP have for this activity. I wish you every success in your deliberations.

APPENDIX

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APPENDIX

List of Innovative Projects of some of the Associated Centres for the period 1982-1986

Information given here pertains to the plans of about half of the 100 centres associated with APEID in January 1981.

Title: Universalization of education: Access to education at first level by both formal and non-formal means

Australia

1. Curriculum Development Centre:
   - i) The language development programme
   - ii) The multicultural programme
   - iii) Aboriginal education programme
   - iv) Development of core curriculum for Australian schools
2. Schools Commission:
   - i) A major new national programme for school improvement
   - ii) Multiculturalism appropriate to the national setting including strategies and policies associated with the teaching of community languages.
3. The South Australian Department of Further Education:
   - i) General adult education

Bangladesh

1. Bangladesh Academy for Rural Development:
   - i) Sabuj Sangha Programme (project on primary education for in-service children)
   - ii) Feeder school programme
   - iii) Youth development programme
   - iv) Women's development programme
   - v) Village child development programme

India

1. National Council of Educational Research and Training:
   - i) Project on minimum learning continuum
   - ii) Development of alternative approaches to early childhood education
   - iii) Low-cost multi-media packages in early childhood education

Malaysia

1. Educational Planning and Research Division:
    i) Development of strategies on education for disadvantaged groups
2. Curriculum Development Centre:
    i) Development of primary education which strengthens the acquisition of basic skills in the 3 Rs
    ii) Acquisition of basic concepts and skills in communication
    iii) Compensatory education for the deprived children
    iv) Development of general education at secondary level
    v) Improved proficiency in the national language and English

Nepal

1. National Curriculum, Textbook and Supervision Development Centre:
    i) Universalization of education
    ii) Integrated primary education
    iii) Education for integrated rural development

Pakistan

1. Allama Iqbal Open University
    i) Development of adult functional education programmes
    ii) Creation of a women education wing for starting specialized programmes for women

Papua New Guinea

1. Planning Services Division:
    i) Universal primary education
    ii) Curriculum and quality of primary education
    iii) Expansion of secondary education programme

Philippines

1. Bureau of Elementary Education:
    i) Project PROCEED (Programme for Comprehensive Elementary Education Development)
    ii) Project PRODED (Programme for Decentralized Educational Development)

Thailand

1. Non-formal Education Development Division, Department of Non-formal Education
    i) Functional literacy
    ii) Functional education level 3-4
    iii) Education in the slum areas

Title: Education for promotion of scientific and technological competence and creativity

Australia

1. Curriculum Development Centre:
    i) The science/mathematics programme
2. Schools Commission:
    i) Talented and gifted children

Bangladesh

1. Bangladesh Educational Equipment Development Bureau
    i) Training of science teachers in the use and maintenance of educational equipment and materials

India

1. National Council of Educational Research and Training
    i) Education for promotion of scientific and technological competence and creativity

Malaysia

1. Educational Media Service
    i) Production and utilization of low-cost materials in teaching of science and mathematics

Pakistan

1. The National Educational Equipment Centre, Lahore
    i) Production of science teaching kits and other inexpensive equipment items
    ii) Development of new science laboratories and mobile science laboratories for rural areas
    iii) Hosting science fairs at provincial and national levels

Papua New Guinea

1. Planning Services Division
    i) Curriculum and quality of secondary education especially in the areas of mathematics and science

Philippines

1. Science Education Centre
    i) Development of research (geared to the curriculum and learning and cross-cultural aspects);development of mini-courses for teacher training
    ii) Use of mini-computers in teaching science and mathematics

Sri Lanka

1. Curriculum Development Centre
   i) Development of curricula reflecting new and non-traditional areas especially with respect to the environment and life skills.
   ii) Integration of science and environmental studies with life skills in the primary school curriculum

Thailand

1. Institute for the Promotion of Teaching Science and Technology
   i) Improvement of secondary school science and mathematics curriculum programmes, concerning their relevancy to real-life experiences in particular
   ii) Development and implementation of primary school science activities as part of the "Life Experience" subject
   iii) Implementation and revision of basic science and mathematics curriculum programmes for vocational high school students
   iv) Development and implementation of the environmental and nutritional science curriculum programmes

Title: Education and Work

Australia

1. The South Australian Department of Further Education
   i) Vocational and technical education
   ii) Project on curriculum planning in electrical and electronic engineering
   iii) Mechanical and/or automotive engineering
   iv) Project on staff development in vocational and technical education

India

1. National Council of Educational Research and Training
   i) Development of source books for different areas of vocational education,viz. agriculture, home-science, commerce, para-medical and technical
   ii) Studies to identify problems and issues in vocational education in member countries, exchange of information and experiences in the interlinkage between education and work
   iii) Development of guidelines for teaching methods in vocational education and for preparing qualified people for all types of occupations necessary for rural development

Malaysia

1. Technical and Vocational Education Division
   i) Preparation of manpower at craftsman and technician level through the school system and technician institution level

ii) Vocationalization of the upper secondary education system and the reorientation of the curricula for vocational education

Nepal

1. Research Centre for Educational Innovation and Development, Tribhuvan University
   i) Vocational and technical education
   ii) Trade school project

Papua New Guinea

1. Planning Services Division
   i) Expansion of technical education

Sri Lanka

1. Curriculum Development Centre
   i) Adaptation of technical education more into the general education curriculum at school level
   ii) Development and design of materials for the teaching of technical and vocational skills
   iii) Re-designing of the technical teacher education curricula

Thailand

1. Non-formal Education Development Division, Department of Non-formal Education
   i) Education for industrial workers

Title: Education and Rural Development

Bangladesh

1. Bangladesh Academy for Rural Development
   i) Rural health and nutrition education programme
   ii) Rural academy and awareness programme
   iii) Total village development programme

India

1. National Council of Educational Research and Training
   i) Population and family welfare education
2. National Institute of Educational Planning and Administration
   i) Rural development through education
3. Indian Council of Agricultural Research
   i) Krishi Vigyan Kendras (Non-formal vocational training centres)
   ii) Effective way of non-formal education in rural areas

Japan

1. Obihiro University of Agriculture and Veterinary Medicine
   i) Education for rural development
   ii) Researches on education for rural development

Nepal

1. National Curriculum, Textbook and Supervision Development Centre
   i) Education for integrated rural development

Sri Lanka

1. Curriculum Development Centre
   i) Co-curricular and out-of-school activities project
   ii) Non-formal education project

Title: Education and urban development

Remark:

Information was not sought from the countries about this area, as this was not one of the areas recommended by the APEID Study Group on Planning and Programming of the third cycle and endorsed by the First Session of the Advisory Committee on Regional Co-operation in Education.

Title: Educational technology with stress on mass media and low-cost instructional materials

Bangladesh

1. Bangladesh Educational Equipment Development Bureau
   i) Design, development and production of educational equipment and materials
   ii) Distribution of educational equipment and materials
   iii) Improvisation of simple low-cost educational equipment and instructional materials

India

1. National Institute of Educational Planning and Administration
   i) Administrative aspects of curriculum development and educational technology
2. Directorate of Adult Education
   i) Designing of curricula and low-cost instructional materials
3. Indian Council of Agricultural Research
   i) Effective way of non-formal education in rural areas

Japan

1. The Japan Council of Educational Technology Centres
   i) Utilization of mass media, especially educational radio
   ii) Development and utilization of low-cost simple teaching materials

Malaysia

1. Educational Media Service
   i) Development of State/District Media Centres
   ii) Needs assessment, production and utilization of non-broadcast video/audio programme
   iii) Purchase and distribution of video cassette recorders to schools
   iv) Setting-up of audio/video cassette duplication
   v) Production and distribution of multi-media learning packages
   vi) In-depth evaluation of media utilization

Nepal

1. Institute of Education, Tribhuvan University
   i) Radio education
   ii) Development of low-cost materials

Pakistan

1. The National Educational Equipment Centre, Lahore
   i) Designing and developing prototypes of low-cost mobile-science labs, inexpensive simple teacher demonstrations, experiments and working models in physics/chemistry/biology for classes IX-XII

Sri Lanka

1. Curriculum Development Centre
   i) Project on learning and instructional aids
   ii) Educational technology with reference to utilization of video-technology

Thailand

1. Department of Teacher Education
   i) Training teachers and educational technology staff of all teachers colleges in utilization, production and evaluation of instructional technology
2. Non-formal Education Development Division, Department of Non-formal Education
   i) The development of training materials and material production

Title: Professional support services and training of educational personnel

Bangladesh

1. Dacca Teacher Training College
   i) Pre-service and in-service training for secondary school teachers
   ii) Preparation of teacher training materials such as teaching modules, case studies and other materials
   iii) Professional training for faculty members with reference to school broadcasting and distance teaching, etc.

India

1. National Institute of Educational Planning and Administration
   i) Development of training material for the training programmes of educational administration and supervision
2. Directorate of Adult Education
   i) Training of personnel and methodologies for programming for education of special groups in rural and urban areas

Japan

1. The Japan Council of Educational Technology Centres
   i) Improvement of teacher training through application of educational technology

Malaysia

1. Teacher Training Division
   i) Improvement of procedures for student selection and staff recruitment
   ii) Promotion of closer links between local universities and teacher training colleges
   iii) Improvement of the pre-service teacher training programme including greater attention to facilities for moral and religious education, remedial teaching, multiple-class teaching and educational guidance and counselling
   iv) Improvement of facilities for in-service education
2. Educational Media Service
   i) Media technology in teacher training

Nepal

1. Institute of Education, Tribhuvan University
   i) Teacher training for primary education

Philippines

1. National Research and Development Centre for Teacher Education
    i) Teacher development with emphasis on attitudes, motivations, esprit de corps, development of nationhood and social orientation
2. College of Education, University of the Philippines
    i) Research related to in-service primary teacher education programme with the Division of Rizal
    ii) Development of future-oriented research in teacher education
3. Office of Non-formal Education
    i) Training and re-training of the personnel engaged in non-formal education field
    ii) Development of a core of high-level personnel at national, regional and divisional levels

Sri Lanka

1. Curriculum Development Centre
    i) Re-structuring the teacher education curriculum and methodologies, pre-service and in-service, and the greater utilization of distance education methodologies

Thailand

1. Department of Teacher Education
    i) Reorganizing educational innovation and technology units of all teachers colleges
    ii) Producing instructional materials for teacher training programmes
2. Non-formal Education Development Division, Department of Non-formal Education
    i) On-going staff development
    ii) Voluntary training
    iii) The development of training content and methods
    iv) Evaluation and follow-up of training for anticipatory planning

Title: Co-operative studies, reflection and research related to educational development and future orientation

Sub-area: Culture and development

India

1. National Council of Educational Research and Training
    i) Joint studies on the problems being faced by the young people in different societies and exploration of avenues to help them find a way of inner development and adjustment in the society; and

ii) Joint studies to ascertain direction for the future development of human mind and human society and planning educational programmes in keeping with such envisaged development

Malaysia

1. Curriculum Development Centre

   i) Inculcation of moral values and religious teaching

Sub-area: Experimental research and evaluation

Bangladesh

1. Bangladesh Bureau of Educational Information and Statistics

   i) Educational statistics
   ii) Educational census
   iii) Data processing

India

1. Technical Teachers' Training Institute, Madras

   i) Computer application in education
   ii) Testing services including aptitude and attitude tests
   iii) Some programmes in media production, reprography, computer assisted, managed and monitored instructions

Malaysia

1. Teacher Training Division

   i) Promotion and improvement of capabilities for research and evaluation

2. Educational Planning and Research Division

   i) Policy-oriented and development research
   ii) Monitoring and evaluation
   iii) Educational management information

3. Examination Syndicate

   i) Development and preparation of aptitude tests
   ii) Development for formative tests
   iii) Research and development of phase/performance tests
   iv) Computerized item banking
   v) Personnel development in measurement research methodology

4. Curriculum Development Centre

   i) Research into improvement of teaching-learning process

Nepal

1. Research Centre for Educational Innovation and Development, Tribhuvan University

   i) Educational research

Sri Lanka

1. Curriculum Development Centre
   i) Development of evaluation and guidance instrument (including research studies)
   ii) Enhancement of the delivery capacity of the school system through rationalization and clustering of schools and studies for the improvement of school practices

Thailand

1. Division of Educational Research, Office of the National Education Commission
   i) School location planning

Sub-area: Information and futures studies

Bangladesh

1. Bangladesh Bureau of Educational Information and Statistics
   i) Project on information handling
   ii) Educational documentation

India

1. Directorate of Adult Education
   i) Techniques of evaluation and information base for extending documentation services

Japan

1. The Japan Council of Educational Technology Centres
   i) Study of information processing on education including micro-computers

Sri Lanka

1. Curriculum Development Centre
   i) Information and data gathering

Thailand

1. Division of Educational Research, Office of the National Education Commission
   i) Information system planning